

STRATEGIC GUIDELINES FOR THE QUALITY OF TRAINING OF NATIONAL POLICE OFFICERS IN THE CONTEXT OF UKRAINE'S INTEGRATION INTO THE EUROPEAN EDUCATIONAL SPACE

Mykola Semenyshyn, Victor Bondarenko, Taras Protsenko

ABSTRACT

Chapter 1 defines the strategic guidelines for the quality of training of the National Police officers in the context of Ukraine's integration into the European educational space. The historical conditions for the emergence and improvement of police bodies in different states are studied. The problems of carrying out reforms in Ukraine are analyzed and the main directions for improving the processes of establishing a new law enforcement system of Ukraine in the context of Ukraine's integration into the European educational space are determined. A clear position has been formulated regarding the fact that, along with the assertion of Ukrainian identity and historical memory in the process of training officers of the National Police as a synergy of national and universal achievements, modern civilizational achievements and global world trends, the vector of Ukraine's development is European integration, the widespread introduction of European and world standards in the field of life and functioning of the state. It has been proved that all the processes associated with reforming the law enforcement industry are not just "technical" external changes in the activities of police institutions, but will have a deep psychological and pedagogical meaning. In the context of reforming the National Police of Ukraine, organizational changes should have a positive personally significant meaning for employees, which is provided by appropriate programs aimed at creating a sense of psychological security, accessibility of means of adaptation and personal involvement in these changes.

KEYWORDS

Reform, law enforcement agencies, police, decentralization, psychology of changes, psychological support, professional identity, psychological security, education quality, EU educational policy.

INTRODUCTION

On the way to the implementation of the strategic course towards European integration proclaimed in Ukraine, the implementation of the guarantees declared in the norms of national and international law of guarantees for the protection of human and civil rights and freedoms, the priority is to improve the activities of the National Police, which is especially acute due to the aggravation of the situation in the state as a result of aggressive military operations of Russian Federation.

Ukraine is a sovereign country that has come a long way towards gaining independence. Since August 24, 1991, since the adoption of the Act of Declaration of Independence of Ukraine,

the history of the young Ukrainian state continues. The historical path covered in the last three decades determined the prospects for the development and renewal of Ukraine, the direction of building the entire Ukrainian society. Today, the vector of Ukraine's development is European integration, the widespread introduction of European and world standards in all spheres of life and functioning of the state. At the same time, when planning for the future, do not forget about the past. The heroic and tragic pages of our history are a reflection of the events taking place today. The history of the state consists of the history of territorial, power and social structures, the history of individuals and society as a whole. The history of the development and activities of departments and services reflects the changes in the state that took place at a certain historical stage, allows you to trace the development of historical processes and see their basis. The history of the development of police institutions, which ensure the protection of the interests of society and the state, the protection of human rights and freedoms, as well as measures to combat crime and maintain public security and order, deserves special attention. Until 2015, these functions were performed by the police of Ukraine. Today, law enforcement functions are performed by a new central executive body – the National Police of Ukraine [1].

The issue of transformational processes in the law enforcement industry in recent years has attracted increasing attention of researchers in various fields of science. Analyzing the peculiarities of the implementation of law enforcement reforms in different countries, scientists and practitioners try to determine their specifics through the prism of historical factors [2], differences in the stages and steps of reforms [3–5], etc. But almost all authors [6] note significant psychological difficulties of transformations, which are associated with temporal and substantial changes at the stages of professionalization of law enforcement agencies, optimization of regulations for professional activities, with transformations of the regulatory framework, etc.

To a large extent, the final success of the reforms is determined by psychological and pedagogical factors: the ability of workers to overcome their own inertia and learn to work in new conditions, overcoming the limitations of professional motivation, creating conditions for effective entry into professional activities, etc. Also, in the context of the formation of Ukraine as a democratic state, its aspirations to join Euro-Atlantic structures, attempts to become a full member of the EU, the issue of sovereignty, territorial integrity of our state and ensuring national security and protecting its state borders both in military and in the post-war period after our victory. In this regard, the requirements for professional training and activities of police officers are increasing.

On July 2, 2015, the Verkhovna Rada of Ukraine adopted the Law of Ukraine "On the National Police" [7]. The adoption of this normative document witnessed the beginning of a new stage in the development of the Ukrainian law enforcement system. Thanks to this step, the problem of a comprehensive, systemic reform of the entire system of law enforcement agencies, which fully complies with international standards, has come to the fore. In the course of the reforms already carried out, the functions and powers of the police have been significantly revised, the possibilities for police officers to use administrative coercion measures have been clarified, measures have been taken to increase the prestige of police service, recertification of employees, etc., has been carried out.

The Law of Ukraine "On the National Police" emphasizes that the level of confidence of citizens is the main criterion for assessing the effectiveness of the activities of police bodies and units. To study and determine the level of trust, a mechanism was developed, approved by the Resolution of the Cabinet of Ministers dated February 7, 2018 No. 58 "On Approval of the Procedure for Assessing the Level of Public Trust in the National Police". According to the Law of Ukraine "On Public Procurement", the State Institution "Service Center for NPU Units" initiated the procedure for determining a sociological service and prepared tender documentation for the purchase of public opinion survey services in assessing the level of public confidence in the National Police through open tenders. On October 6, 2020, on the website www.dzo.com.ua, the National Police announced the procurement of services. The tender was won by Forsservice UA Sales LLC, with which a corresponding contract was concluded on November 13, 2020. According to the results of a sociological study conducted by the Ministry of Internal Affairs of Ukraine, the level of citizens' trust in the Ukrainian police in 2020 was 40.8 %. For comparison, in European countries this figure at that moment ranged from 39 % in Hungary to 94 % in Finland.

According to the Ilko Kucheriv Democratic Initiatives Foundation, which in August 2022 conducted a survey together with the sociological service of the Razumkov Center with grant support from the University of Bremen, compared with the results of the survey in August 2021, as of August 2022 of all state bodies and social institutions currently engaged in the protection of the state: the Ministry of Internal Affairs (+65 %) in general and the National Police (+54 %) in particular, the Foundation said [8]. According to sociologists, the growth of public trust indicates a high level of social cohesion of citizens. After all, despite all the trials of the war and the efforts of russian propaganda, Ukrainians' trust in state and social institutions continues to grow.

The National Police of Ukraine is in a state of further reformation of activities and today, in the special conditions of martial law, it needs comprehensive support for the psychological health of workers. The official activity of police officers traditionally refers to complex types of professional activity, it is accompanied by significant psycho-physiological and physical stress on employees, many risk factors for their life and health. Difficult conditions can lead to disturbances in the mental activity of police officers, the emergence of post-traumatic disorders, a tendency to deviant behavior and professional deformation [9]. On the way to the development of a democratic and legal state of the European model for Ukraine, one of the priorities is to improve the *quality of training of officers* of the national police [10].

Also important in the context of this problem is the question of the multi-motivation of professional activity, that is, its correspondence to not one, but several motives at the same time. Some motives in this system have a greater motivating force. They have a greater impact on activities and are updated more often. Other motives have a weak motivating force and are at the bottom of the hierarchy of motives [11].

Motivation for professional and service activities has its own specifics and is formed through a number of different socio-psychological circumstances, which, in turn, determines the whole complex of both positive and negative factors of both service and professional activities [12].

Thus, in the structure of the psychological readiness of police officers, the motivational component reflects motivational efforts, the need to successfully implement the task, the desire to best fulfill the tasks of official activity, the desire to succeed, a sense of duty and responsibility, the need for self-improvement, self-knowledge, the basic component of which is their motivational readiness to perform the tasks of operational activities.

Motivational readiness is most often defined as a complex individual psychological formation that combines the individual's awareness of the significance of future professional activity, determined by the development of professionally significant qualities and values and the presence in the individual's mind of the image of its profession, its own professional behavior [12]. All this, as a rule, is accompanied by the desire to engage in this activity after graduating from higher education.

Among other meaningful characteristics of motivational readiness for professional activity, scientists define [13]:

- a complex of personal and professional characteristics (emotional stability, positive attitude to activity), focus on the field of activity and levels of professional education, value-semantic and life orientations;
- showing interest in novelty, the desire to engage in innovation in activities, experiencing positive emotional states caused by innovation, the desire to evaluate one's professional and personal experience from the standpoint of innovation;
- a positive attitude, the subject's interest in its profession, orientation to the motives and values of the chosen professional activity, the need for it, as well as the need for achievements and self-improvement;
- a conscious and active, activity state that provides personal and professional self-realization and self-actualization in solving professional problems based on psychological and pedagogical competence, personal and professional experience, creative use of individual mental characteristics and intellectual potential in the process of professional activity, satisfaction with the professional choice made, professional self-determination, the desire to work in the future in the specialty, which is motivated by the interest in the content of one's own professional activity;
- an established complex of stable motives.

According to most scientists, it is the motivational component that is the determinant that combines internal and external factors, and therefore acts as a basic one. That is, generating the interest of police officers in their official activities, the need to successfully perform professional tasks, the desire and desire to achieve success in the professional field, the desire for self-development, self-improvement and self-realization, the desire to demonstrate oneself from the best side, a sense of duty and responsibility to the Motherland, etc.

All this requires the continuation of the implementation of measures aimed at modernizing the national law enforcement system. At the same time, the study of foreign experience in the functioning of police structures is of great importance, especially in countries where the police have a long history and enjoy a well-deserved high reputation. Studying the experience of police activities abroad allows to better understand the problems of the formation of the police in Ukraine and,

on the basis of this, develop more effective measures for its development and improvement [14]. Although the police structures of foreign countries have significant differences from domestic ones and function in other realities, it seems that there are still objective prerequisites for constructive understanding and creative application of their experience in our country [6].

So, **the aim** of the study is to determine the strategic guidelines for the quality of training of officers of the National Police in the context of Ukraine's integration into the European educational space, along with the assertion of Ukrainian identity and historical memory in the process of training of officers of the National Police, as a synergy of national and universal achievements, modern civilizational achievements and trends of the global world.

To achieve this aim, the following **tasks** are solved, in particular:

- explore the historical conditions for the emergence and improvement of police agencies in different states;
- analyze the problems of reforms and determine the main directions for improving the processes of establishing a new law enforcement system in Ukraine in the context of Ukraine's integration into the European educational space.

The study used a comparative logical-historical analysis and synthesis of philosophical, psychological and pedagogical works, official and regulatory documents, curricula; analysis of works in the field of the theory of scientific revolutions, concepts of education, philosophy, psychology and pedagogy on the problem under study; study, analysis and generalization of the experience of reforming police training in Ukraine, EU countries, USA, Japan; historical and legal analysis of the formation and transformation of police systems in different countries of the world, as well as the identification of typical psychological and pedagogical problems of their reform.

IMPROVING THE PROCESSES OF FORMATION OF A NEW LAW ENFORCEMENT SYSTEM OF UKRAINE IN THE CONTEXT OF UKRAINE'S INTEGRATION INTO THE EUROPEAN EDUCATIONAL SPACE

The police is one of the most ancient and integral attributes of any state. Modern foreign theory and practice of policing are widely oriented towards national historical traditions embodied in specific legal acts. This is evidenced, in particular, by the practice of preserving the historical names of police agencies in a number of countries: Scotland Yard in the UK, the Sheriff's Institute in the USA, and the Royal Mounted Police in Canada.

The term "police" was introduced into scientific and common usage by the ancient Greek philosopher, scientist-encyclopedist Aristotle (384–322 BC). During this period and in subsequent centuries, the term "police" coincided in its meaning with the state activity ("policing"). In the Middle Ages, in some states of Europe, the word "police" began to acquire a slightly different meaning. In particular, in early German documents, "gute Polizei" meant order (the Nuremberg Decree of 1492), but in general it was a synonym for good condition, public well-being. Only from the end of the XVI century it began to be used in France in a slightly different sense: under the French

term "police", "policite" and the German "polizei", they gradually began to understand the totality of various elements of the social structure, public welfare, as well as government activities aimed at ensuring it. In Western Europe in the XVIII century the police were entrusted with the responsibility of taking care of schools and the people's food, caring for the poor and collecting taxes, etc. It got to the point that it was sometimes difficult to distinguish the police from the administration in general. As Vladymyr Deriuzhynskiy noted in this regard [15], the term "police" in this period denoted the entire set of affairs of secular administration, in contrast to church affairs.

As a body that ensures the protection of law and order and the enforcement of the law, the police appeared in ancient Rome. The Roman Empire reached great heights in the development of the law, and this system continued until the collapse of the empire, and its influence was felt even throughout the Middle Ages. From the beginning of the 5th century AD police functions in Europe began to rely on governors and local nobles. So, for example, in England, police duties were carried out by the local nobility or their bodyguards. Each householder swore an oath to contribute to the search and punishment of criminals and was obliged to serve a year as a constable [2].

The history of police reforms in Japan is peculiar, where a structure resembling today's police system was first created in the 17th century. The first police reform took place in 1874 – it was carried out by Emperor Meiji, who wished to build a police force in Japan on the French model. In 1873, the position of Minister of the Interior was introduced, in charge of the Police Bureau. The new system remained purely centralized and received very wide opportunities. After the Second World War, the imperial police was disbanded, the creation of a new structure was carried out under the control of the American occupation administration and took almost a decade. In 1945, the American government set the task of decentralizing, demilitarizing, and democratizing the political system of defeated Japan. All the armed forces of Japan were demobilized, and the Ministry of Internal Affairs and the secret police were eliminated. In 1947, a new law on the police was adopted, which provided for the decentralization of the internal affairs bodies and the creation of 1,600 independent municipal police departments in all localities of the country where the population exceeded five thousand people. In 1954, another reform was carried out – a new law "On Police" was adopted, which approved the structure that is still working. Today, the Japanese police system is based on a network of departments located in each prefecture (Tokyo has a Special City Department), with broad operational powers, but fully accountable to the National Police Agency. The prefectural police department is responsible for patrolling, road safety, and criminal policing. The prefectures were divided into districts where police departments were established (in total, there are now about 1,250 such departments in the country). The number of patrolmen has been increased – they make up 40 % of the total number of police officers. In Japan, voluntary public formations are widely operating – associations for the prevention of thefts in apartment buildings, the prevention of robbery attacks on financial institutions, and rehabilitation assistance to offenders. The quality of the police is controlled by the National Public Safety Commission. The Japanese police system, even though centralized, has been efficient for decades. The homicide detection rate (96–97 %) in Japan is the highest in the world [16].

One of the first major attempts at police reform can be considered a reform carried out in the state of New York back in 1884. By the middle of the last century, the level of confidence in the police in the United States did not exceed 20 %. In 1970, a Congressional Commission to Investigate Police Corruption in New York (Knapp Commission) was created to expose corruption, trade in positions, and merging of police units with criminal gangs. The Commission sent recommendations to the Department of Justice and the US Attorney General, which became the basis of a nationwide reform of the police forces. *Firstly*, police bodies were decentralized along territorial lines. Powers were clearly divided between the federal, state and municipal police levels. This not only increased the effectiveness of investigations, but created obstacles to the formation of uniform corruption verticals in law enforcement agencies. The main burden of maintaining law and order has shifted to the state and city police. *Secondly*, the responsibility of management for the actions of subordinates is legally fixed. In addition, a secret informant appeared in each police station, reporting on all official offenses. *Thirdly*, the local population was involved in the work of the police. In parallel with the police streets, volunteer police officers began to patrol. Such a technique, according to the authors of the reform, erases the psychological barrier between the police and citizens. In New York alone, there are now more than 4,000 volunteers for every 40,000 police officers. *Fourthly*, the professional selection of police units was strengthened. To become a police officer, it is necessary to meet certain requirements, among other things, have a crystal clear biography and graduate from the police academy. To become a detective, it is necessary to work as a patrol officer for at least three years, prove yourself in the service and pass difficult qualifying exams. The requirements for a subsequent upgrade are similar. *Fifthly*, no achievements allow a career police officer to head the police forces of a large city or state – only civilians are appointed to these positions by the executive bodies of cities. *Sixthly*, civilian control bodies were created, the activities of which are financed from local budgets and consider citizens' complaints against the police. In New York, a special number 311 has appeared, by calling which you can leave information about the violation of the law by the police. *Seventhly*, all the innovations were supplemented by an increase in the salaries of police officers. In addition, they have health insurance, mortgage benefits and a high pension: after 20 years of service – 50 % of earnings, after 30 years – in the amount of 75 % of earnings. In 2014, according to nationwide surveys, 73 % of US residents trusted police officers [3, 17].

The issue of organizing the fight against organized crime in the United States was quite thoroughly formulated by Volodymyr Grokholskii in his monograph "Organizational and legal foundations for the management of special units of the Ministry of Internal Affairs of Ukraine to combat organized crime" [18]. The fight against organized crime in the United States is led by the Department of Justice, which develops a general strategy and exercises methodical management of all law enforcement agencies. The main department of the ministry, which is directly entrusted with the fight against organized crime, is the Federal Bureau of Investigation (FBI). Along with it, the Drug Enforcement Administration (DEA), which investigates crimes related to the activities of international and national drug trafficking syndicates. As part of the US Department of

Justice, three more services have been created that are directly related to the fight against organized crime:

- 1) immigration and naturalization service (prevention of illegal importation of narcotic drugs into the country);
- 2) service of judicial executors (protection of witnesses and members of their families during the investigation of cases of organized crime);
- 3) service of legal assistance, research and statistics (coordination and conduct of scientific research in the field of problems related to organized crime).

The US Department of the Treasury, the Customs Service, the Postal Service, the US Department of Labor, the Securities and Exchange Commission, and the State Department also play a significant role. Under current US law, the responsibility for combating organized crime lies with law enforcement agencies at all levels: federal, state and local authorities. The fight against organized crime in the United States is carried out directly by the federal police units (strike force associations), whose territorial jurisdiction is distributed in such a way that, in aggregate, they cover the entire country with their control. These units, subordinate to the Ministry of Justice, operate in close contact with other law enforcement agencies [19].

The problem of combating organized crime in many countries of the world comes first [20]. It should be noted that for many countries of the world, the allocation of banditry as a separate offense is atypical. Such crimes are considered as manifestations of organized crime. In the USA, Great Britain and Japan there are various classifications of theoretical approaches and concepts of preventive activity. Due to the fact that there are many theories of the causes of crime, there is no unified theory for preventing illegal behavior [21]. Crime prevention in the UK and America is carried out in three main forms: situational, social prevention with the help of the public [22].

In the context of active transformational processes in the law enforcement industry of Ukraine, the experience of countries that have undergone such transformations not so long ago is of particular importance. So, in the UK in 2011–2014, a phased reform of the police was also carried out, which in many ways contributed to increasing the authority and status of this body. Its legal basis is the Police Reform and Social Responsibility Act 2011 and the Police and Fire Reform (Scotland) Act 2012 of the United Kingdom. Among the most important areas of reform are: a significant increase in funding for the police, a phased reduction in the number of police officers, an increase in the overall "police efficiency" by about 5 % by simplifying certain procedures and actions, minimizing the cases of involving police officers in overtime work. In addition, instead of the territorial police departments, which until then exercised the overall leadership and supervision of each of the territorial police units, the position of the Commissioner for Police and Crime was introduced. In order to ensure public oversight of the activities of the commissioner, as well as to facilitate the effective performance of its tasks in the UK, there are now commissions on police and crime formed by local governments, in [23, 24].

Let's move on to some European countries. After conducting a number of studies on the areas of activity of top-level police officers in Germany, the staff of the Higher School of Police applied a *competency-based* approach to creating an appropriate standard for the professional training of

police officers in this category and developed a modular book for their professional training "Modulhandbuch Masterstudiengang: Öffentliche Verwaltung – Polizeimanagement (Publik Administration – Police Management)" [25]. So in Germany, it is assumed that after passing the appropriate training, top-level police officers can lead large units and departments, direct the actions of their subordinates in large-scale operations, perform leadership functions in the central police bodies of the federal states and the Federal Police, and lead the units involved in operations within the framework of international cooperation, as well as to fulfill relevant duties in the field of training and advanced training of police officers [26]. In addition to the basic professional and managerial competencies, the following skills and abilities were also identified as necessary for top-level police officers [25]:

- perspective, methodical, analytical thinking, which will provide a better understanding of the relationship and mutual influence of such phenomena as the state, society, politics, law and police;
- performance management of subordinate personnel, which should be focused on meeting the needs of citizens;
- organization of interaction with the police of the federation and the police of the federal states, interaction between police units at the international level, as well as interaction with other institutions and personal responsibility for its quality;
- convincing representation of the police in front of the public, the formation of a positive impression of the police activities among the population;
- development and implementation of economically rational plans for organizing the performance of a subordinate unit;
- prevention of conflict situations and competent resolution of conflicts in case of their occurrence;
- a critical analysis of one's own activities as a police officer and as a leader, in particular from a moral point of view;
- analysis and organization of their own official activities, in particular from the point of view of the objectively correct use of human resources, especially in conditions of heavy workloads;
- assessment of the significance and credibility of scientific information, taking into account the methods used;
- application of scientific methods in order to systematize and analyze the problems of the police department;
- continuous self-improvement of professional knowledge and its application, if necessary.

The training of senior police officers in Germany lasts two years, contains 120 credits – 20 modules. One credit is equal to 30 academic hours, the total amount of training time is 3600, of which 1802 hours are classroom lessons. The modules of the first course of study are mastered by the students on the basis of the corresponding departmental educational institutions, depending on what kind of police the student belongs to. Representatives of the Federal Police study during the first year of the Master's program at the German Federal Police Academy.

After the collapse of the union of the Warsaw Pact countries, the Czech Republic took the path of decentralization and depoliticization of the police. The Ministry of Internal Affairs was demilitarized.

The central office of the Ministry of Internal Affairs in the Czech Republic is now engaged in analytical and expert work, legislative support for police activities, distribution of finances, citizenship and migration issues, crime prevention and is responsible for managing and monitoring the crime situation in the country. All officials are civilians. And the activities of the police were completely separated from the relevant ministry. In addition, internal troops, rapid reaction troops and border guards were liquidated in the Czech Republic. Instead, a common Federal Police Corps was created. The police, as already noted, work independently. The police officers investigating crimes are subordinate only to the prosecutor's office and the court. As in Ukraine, mass lustrations were carried out in the Czech Republic, during which 20 % of the employees of the Ministry of Internal Affairs lost their posts. They were replaced by young specialists trained in police schools abroad. The investigation of the criminal activities of the police is entrusted to the Inspectorate of Internal Affairs, which reports directly to the Minister of Internal Affairs of the country. According to experts, the Czech decentralization of the police is one of the most successful in the post-socialist space. The level of public confidence in the police is 58 % [6].

In Poland, until 1989, the militia was a paramilitary detachment of the Polish United Workers' Party. In 1987, trust in the police was low at 23 %. The reform of the police bodies was carried out in the early 1990s – during the period of shock therapy, when the economic condition of the country was very difficult. The composition of the police within five years after the reform from 1990 to 1995 was updated by 60 %. Today, a third of Polish police officers have higher education. In addition, in Poland the police training system has been reformed in the direction of increasing practical orientation. Psychologists and specialists in interpersonal communication also work with the police. Basic training for ordinary employees lasts 6.5 months. To be promoted, a career police officer must have a minimum of three years of work as a patrol officer on its record. Corruption in the recruitment of new police officers was reduced to zero through a complex and multi-stage selection process. The country is constantly assessing the work of police units. The crime prevention service is evaluated by the effectiveness of the work of district police officers, the rate of detention in hot pursuit or at the scene of a crime (in Warsaw, the latter figure is 30 %), and the speed of response to offenses. The criminal service is assessed differently: the main commandant's office develops general principles and indicators per year, then the commandant's offices of the voivodeships disclose in more detail to the district departments. In 2014, the level of trust in the police in Poland was 70 % [3].

In the post-Soviet space, the most successful is considered to be the reform of the law enforcement industry in Georgia, which occupied one of the first places in the world in terms of the level of corruption in government. In 2004, immediately after the change of power, the heads of all the power structures of Georgia were fired. 15,000 police officers were dismissed from the bodies of the Ministry of Internal Affairs – this is the entire composition of the Georgian traffic police. For three months the country lived without traffic police, and its new staff was recruited from scratch, on a tough competitive basis – only 650 out of 2,500 applicants were selected. All patrol cars are equipped with computers with Internet access. The contacts of the patrol police

with the drivers were minimized. The selection of detectives and operatives was no less rigid than the selection of patrol officers: only 5 % of the personnel retained their posts. All criminal police officers completed an additional three-month training at the police academy. According to polls in 2014, 87 % of Georgian residents trusted the police [27].

Georgia, the Czech Republic, Japan, and Poland reformed their law enforcement agencies at a time of profound social upheaval and transformation. Analyzing the improvements in the police industry carried out abroad, one can single out their common features: demilitarization, lustration, separation of powers at the central and municipal levels, increased attention to professional selection and preparation for future activities. And all this can be achieved by bringing together police practice and academic research, including psychological research, as evidenced not only by the increase in the weight of behavioral and psychological disciplines in the practice of police training, but also by promoting research work in the field of police science in the context of the above-mentioned reform.

All this necessitates the definition of new relevant content, main directions, mechanisms for forecasting, development and implementation of the state educational policy for the training of police officers in Ukraine, which meets both the needs of the present and future sustainable development of the state. After all, education is a strategic resource for the socio-economic and scientific-technical development of society, ensuring the improvement of people's well-being, national security and interests, strengthening the authority and competitiveness of the state in the international arena [28].

Education is a mechanism for the reproduction of culture at the individual-personal and social levels. However, the individual in a person, as we know, is unique and unrepeatable, the public – by what is "delegated to education" as a requirement of a specific historical type of culture. If pedagogy mainly studies the mechanism of this delegation, then philosophy, first of all, deals with the ideal – determining the quality and content of a kind of "spirit of the era" on which this type of culture, production, communication is based and which is "delegated" to education as a socially defined requirement, norm, standard or ideal. It is in this dimension (and no more!) that philosophy acts as a theory of education. Since the philosophical exploration of the world unfolds as a comprehension of the universal, it (philosophy) performs a methodological function in education, the definition of the method of implementation of which constitutes the subject field of such a direction of philosophizing as the philosophy of education [29].

National authorities in EU countries are increasingly demonstrating new ways to reform education policy [30]. Thus, a Swedish researcher [31] notes the importance of control over the results of education, quality control requirements, standardized testing, assessment, and the introduction of national criteria. In addition, national authorities can introduce "soft" forms of control [32, 33]. This may include dissemination of information, collaborative analysis and increased use of assessments and quality control [34]. This trend can influence many aspects of educational practice [35]. In different periods of modern Ukrainian history, the process of reforming education proceeded with different intensity and, to a greater extent, concerned one or another segment of education [36].

In this context, the issues of concretizing the axiological-nation-creative content and developing a methodology for training competent specialists in the field of educational reforms of police training for Ukraine, on the one hand, and personal and professional selection, training personnel for work in the field of departmental educational policy at the state level, on the other hand, are of particular importance [37]. Since the degree of their spiritual, moral and patriotic upbringing, the ability to productively serve the Motherland, life-creation and self-realization in the society of the 21st century depends on the implementation of a wise, scientifically and politically balanced departmental educational policy.

To create new laws regulating the relations of the subjects of the educational process, to learn how to live according to the laws is, perhaps, if it were not for the main task of our entry into the European educational space. Principles and approaches to modern legislation in the field of education are defined by the Declaration on State Sovereignty of Ukraine 1990; the Act of Declaration of Independence in 1991 and documents confirming the European choice of Ukraine as a strategic course for the development of the state and society. The signing of the Lisbon and Bologna conventions by Ukraine is a vivid manifestation of the orientation of Ukrainian education towards European standards and principles. The main ones are democracy and human rights, peacefulness and environmental security, tolerance and solidarity. These values form the second component of the ideology of Ukrainian legislation in the field of education. The optimal combination of the spiritual dominants conditioned by these flows creates the ideological platform on which the law-making practice in the field of Ukrainian education unfolds in the transformational period. It is known that a "spiritual person" turns into a demonic force of history. It stirs up conflicts, draws peoples into the destruction of war, constantly creates and reproduces global threats. Violence and evil are opposed by another person – spiritual, intelligent and fair. In the upbringing of such a person – not only in a single society, but also in a civilizational dimension – this is precisely the new historical mission of education [29].

The spiritual core of the tradition – the Ukrainian national idea acts as the leading ideological dominant of the creation of the state. It is leading both in the education system in general and in the training of officers of the National Police of Ukraine in particular. That is why the created legal field of education should unfold on the direct basis of the Ukrainian national idea, with fundamental values integrated with general civilizational spiritual orientations. These spiritual sources, synthesized into a single whole, create a unique ideological basis for the formation of the regulatory and legal field of education as a democratic, integrated into the European and world educational space, an open and tolerant system based on national traditions and universal fundamental values, meets the conditions and urgent needs of practice.

The law enforcement system of Ukraine, which has recently undergone major transformations, has provided teachers and psychologists with an almost unique opportunity to observe live the processes of formation of such phenomena as professional consciousness, professional identity, professional competence among people, a significant part of whom, until recently, had nothing to do with law enforcement system. Among the new police officers are people of different professions. All of them are united by the desire to fight corruption and find themselves in other professional

activities. And all of them are in the process of professional development. For most of them, we are talking about secondary professionalization and, accordingly, very complex processes of forming a new professional identity. All these processes require serious scientific psychological and pedagogical comprehension, because awareness of one's professional identity is the key to effective activity and harmony of the specialist's personality. Among the main scientific-methodological and organizational-methodological directions, the following ones require the most attention [38]:

- understanding of professional identity as a complex, multicomponent and integrative characteristic of a person, the structure of which contains social and personal components, determined by the awareness of one's belonging to a certain profession and a certain professional community, the presence of external and internal factors that contribute to the successful implementation of a specialist in the profession. In the course of the empirical study, the experiences of police officers were analyzed both at the stage of their professional training and during their professional activities, the dominant spheres of personality and types of behavior were determined;

- understanding the formation of the predictive abilities of the future law enforcement officer as a process of mastering intellectual activity, which consists in obtaining, based on actual data, a version of the legal situation based on extrapolation, modeling and expert assessment, integrating the basic forecast (legal knowledge), the forecasting process (actions in the social and legal environment) and forecast selection (professional, social and personal values);

- a scientific position on the place and role of the motivational component in the formation of the personality of a police officer based on an analysis of the functions performed by the motivational sphere of the personality (orienting, motivating, guiding, stimulating, mobilizing, controlling), the stages of deployment of motivational readiness (professional orientation, gnoseological, corrective), as well as main motivators;

- the initial training of a police officer should last at least 1–2 years, and the training of cadets – at least 4 years, because it is a special full legal education that can ensure the formation and development of such competencies necessary for protecting human rights and freedoms, combating crime, and ensuring public security and order at a sufficient professional level.

The departmental education system of the Ministry of Internal Affairs of Ukraine plays the most important role in professional training and professional development of law enforcement officers "in order to prepare personnel for the successful performance of the tasks assigned to them" [39]. In general, almost every person seeks to identify itself with a certain profession, this allows to avoid psychological discomfort and personality destruction. The profession of a police officer is no exception. And among the indicated directions, let's also focus on such a pan-European trend as the preservation of specialized (purely police) training institutions. The reform of sectoral education in the Ministry of Internal Affairs of Ukraine and the functioning of the national police system should take into account the best foreign experience, since, despite the difference in political, legal, cultural traditions, mentality, police activities in European countries and the USA solve identical problems with regard to the provision of police services in ensuring public safety and order; protection of human rights and freedoms, as well as the interests of society and the state;

combating crime, modern challenges and threats, crimes of a terrorist and transnational nature, often combining efforts at the international level. It should also be emphasized that in the leading European countries, reforms of police activities were usually carried out in the context of the implementation of the administrative reform of public administration. Therefore, research, borrowing of foreign experience, application of single unified standards of police training is absolutely necessary for its implementation in domestic experience [40].

Taking into account various micro- and macro-social determinants, various models of police education training have been formed in Europe, namely:

- *German*, which requires mandatory practice and advanced training before being appointed to a higher position. The training of a police officer according to the German model of training at all three levels lasts a total of 7.5 years;

- *French*, which in its concept uses the centralized principle of education management. Duration of study – 4.5 years;

- *British*, which in its concept uses the decentralized principle of education management. This system is characterized by giving the police officer only a narrow specialization.

All analyzed educational systems of police training are characterized by: high professional level of teachers and instructors; high-quality methodological support of applied sense; a rational approach to the study of disciplines of a practical direction, which makes it impossible for cadets to teach subjects that in our system of the educational process are referred to as a normative block; all the necessary conditions are created for cadets to acquire knowledge and skills in a short time (*accomplishments and skills*); application of a wide range of practical (extracurricular) forms (*experiential learning*); strict control over the level of assimilation by cadets of the material; increased requirements for scientific and pedagogical workers, elected only on a competitive basis, with the obligatory consideration of practical experience, and its educational and qualification level. Consequently, the departmental system of training law enforcement officers has its own target orientation, content and characteristics. It is the only system of educational activities with uniform requirements for the formation of the content of education, with a network of educational institutions defined in the prescribed manner and with its own management system. Today, the formation of this system is simultaneously taking place in two directions [40]:

1. *Firstly*, the formation of the professional training system of the Ministry of Internal Affairs is on the path of introducing consistency into the professional and educational process based on the implementation of a unified state policy in the field of law enforcement public service through determining the structure and content of the professional activities of law enforcement officers, the professional and qualification characteristics of the positions of bodies, services and departments of internal affairs, goals, priorities and principles of relevant professional training, the introduction of unified state standards for professional development and criteria for assessing their achievement, taking into account the variety of terms, forms and methods of training. This is what should give the system of departmental vocational training certainty, integrity, and ensure the continuity and consistency of the educational process.

2. *Secondly*, the formation of the professional training system of the Ministry of Internal Affairs of Ukraine is also taking place to strengthen the controllability of the system, integration, interconnection and coordination of the actions of all educational institutions that carry out educational activities in the field of professional development of personnel of bodies, structures and units of law enforcement agencies.

It is logical that the use of new technologies requires the presence of professional qualifications, social competence, civil responsibility from managerial teachers of all levels. In addition, such specialists should be characterized by developed analytical and predictive thinking, possess reflection skills, and, above all, be characterized by appropriate personal moral qualities, be patriots of their country [41]. Therefore, the aforementioned modern features of the police reform processes in Ukraine and the countries of the European Union need an in-depth comparative analysis in order to specify the originality of a holistic dynamic model for its further reform in Ukraine based on the creative application of the experience of the European Union countries and determine the prospects for its implementation.

The full development of the Ukrainian state is impossible without the creation of a single stable and functional system of internal affairs as part of the national security and defense sector. The role of the Ministry of Internal Affairs of Ukraine is to create conditions for the development of a safe living environment as the basis for security on the territory of Ukraine, as well as a modern system of internal security as a factor in countering russian aggression.

In the process of implementing the "Strategy for the Development of the Internal Affairs Bodies of Ukraine", approved by the Order of the Cabinet of Ministers of Ukraine dated October 22, 2014 No. 1118-r, the Ministry of Internal Affairs of Ukraine was reformed into a management body in the system of central executive authorities, which ensures the formation of state policy in such areas:

- ensuring the protection of human rights and fundamental freedoms, the interests of society and the state;
- combating crime;
- maintaining public safety and order;
- provision of police and administrative services;
- protection of the state border and protection of the sovereign rights of Ukraine;
- organization of civil protection, prevention of emergency situations and elimination of their consequences;
- migration and citizenship.

In general, the strategic directions for the development of the Ministry of Internal Affairs system by the beginning of the full-scale military invasion of the russian federation on February 24, 2022 were: creating a safe environment for the existence and development of a free society through the formation and implementation of state policy in the field of internal affairs, strengthening public confidence in the bodies of the Ministry of Internal Affairs system, continuation of the development of Ukraine as a safe European state, based on the interests of its citizens and the high efficiency of all components of the system of the Ministry of Internal Affairs. After all, the sphere of responsibility of the Ministry of Internal Affairs of Ukraine belongs to a complex system of public relations.

The Ministry of Internal Affairs forms the state policy and ensures its coordinated implementation by the National Police of Ukraine, the State Emergency Service of Ukraine, the Administration of the State Border Guard Service of Ukraine, the State Migration Service of Ukraine, the National Guard of Ukraine, the Main Service Center of the Ministry of Internal Affairs of Ukraine, as well as territorial bodies, enterprises, institutions and organizations related to the sphere of management of the system of the Ministry of Internal Affairs. The basic needs and proper functioning of the system of the Ministry of Internal Affairs are provided by departmental higher education institutions with specific training conditions, health care, enterprises, research forensic centers and scientific institutions.

The strategic priorities of the system of the Ministry of Internal Affairs of Ukraine for a full-scale military invasion of Russia on February 24, 2022 on the territory of Ukraine were determined in 2020. These priorities concretized the vision of the development of the MIA system as an integral part of the national security and defense sector of Ukraine and determined the priorities of the activity:

- safe environment;
- combating crime;
- observance and provision of human rights by the bodies of the Ministry of Internal Affairs;
- effective integrated border management and balanced migration policy;
- quality and availability of services;
- good governance, transparency and accountability;
- development of personnel potential and social protection of employees.

Achieving the goals of the Strategy for the Development of the Ministry of Internal Affairs consisted of consistent steps based on optimal solutions that take into account the positive experience and best practices of the leading countries of the world.

The key challenges that the bodies of the Ministry of Internal Affairs face today in the conditions of war are directly related to their competence in ensuring the security of citizens and society, the ability to resist crime, and provide transparent and high-quality services for society, but these challenges have spread significantly.

Thus, in the **"List of priorities of the National Police of Ukraine for 2023"** the first priority is **"DETERMINATION AND CONTAINMENT OF ARMED AGGRESSION OF RUSSIA, PERFORMANCE OF TERRITORIAL DEFENSE TASKS, MEASURES OF THE LEGAL REGIME OF MARTIAL STATE"**:

1. Participation of special police units, combined units in the execution of combat orders of the military command – creation, staffing and direct participation in the work of new special units ("Safari", "Tsunami", "West", "Enea" and others) for the purpose of detection and neutralization sabotage and reconnaissance groups in the area of responsibility of defense forces groups, de-occupation of populated areas and fulfillment of other tasks of the legal regime of martial law.

2. Organization of police work in the de-occupied territories – ensuring maximum readiness of the National Police to restore public safety and law and order in the de-occupied territories of Ukraine, detection of sabotage and intelligence groups and collaborators. Creation of reserves of police forces and means, which will be able to perform official tasks in the conditions of a business trip for a specified period.

3. The implementation of demining is of an operational nature. Prompt response to events related to explosive materials and training of the population in explosion safety – after the liberation of territories temporarily occupied by the aggressor's armed formations, organizing and conducting surveys of buildings, objects, public places in order to identify and seize weapons and explosive objects. A prompt response to events related to the use of explosive materials allows not only to reduce the threat of injury and death to people, the destruction of buildings, but also provides technical and forensic support for inspections of the scene of the incident to fully and correctly record the facts of the commission of war crimes by the armed forces of the Russian Federation and crimes against humanity – the use of munitions prohibited by international legal norms (cluster, phosphorus, anti-personnel mines, etc.) and the destruction of non-military facilities (schools, hospitals, critical infrastructure, etc.). Education (information) of the population on explosive hazards will allow people to receive information about the most dangerous explosive materials (cluster munitions, anti-personnel mines, trip wires, etc.) and the procedure for detecting such items, which will also reduce the number of cases of injury and death.

4. Restoration of administrative buildings and service vehicles of the National Police – as a result of the military aggression of the Russian Federation, 185 police administrative buildings in 13 regions were damaged, and 45 were completely destroyed. Significant losses of official police vehicles – almost 1.6 thousand police vehicles were destroyed or seized. It should also be taken into account that the restoration of police premises should be carried out in accordance with international standards (transparent office, accessibility, security), including in terms of their arrangement taking into account the needs of persons with disabilities and other mobile groups, ensuring the requirements for energy efficiency of buildings, the construction of protective structures for civil protection for personnel shelter, etc.

5. Documentation of war crimes – direct investigation of the most resonant and war crimes.

6. Improving the technical and forensic support for forensic specialists of the investigative units of the national police – in order to increase the efficiency of conducting inspections of the scene, taking biological samples and performing DNA analysis and registration of genomic identification and searching for matches in DNA profiles, including in the de-occupied territories.

7. Organization of work of checkpoints – general organization of work (including regulatory support).

8. Development of police aviation for rapid response, conducting special police operations – supporting a fleet of helicopters, ensuring their participation in the implementation of combat orders by the military command, the use of unmanned aerial vehicles to ensure public security and combat crime.

The second priority is "SAFE SOCIETY AND CREATING A SAFE ENVIRONMENT":

1. Building systems for ensuring public security and order on the territory of the state – further implementation of the "Safe City", "Safe Region" projects, distribution in Ukraine of intelligent video surveillance systems with the functions of recognizing faces and vehicles, their numbers, type, model, brand.

2. **Ensuring the police presence, work with the population** – further development of the project "Police Officer of the Society". Together with territorial communities, international organizations, foreign partners, the construction of modern police stations and security centers.

3. **Safety of the educational environment "Safe School"** – further development of the "Safety Educator" project, creation of a safe educational environment for children, improvement of partnership and communication between the police, educational institutions, society and parental self-government.

4. **Automatic recording of traffic violations** – continuation of the project for automatic recording of traffic violations by installing appropriate cameras (complexes) and using Phantom cars.

5. **Installation of metal detectors (arched / hand-held)** – organization of work to identify prohibited items, in particular weapons, explosive objects and edged weapons in public places, primarily at all railway stations, airports, metro stations, and, if necessary, in government bodies, institutions, objects vulnerable in territorial terms, etc.

6. **Development of a system of electronic recording of actions with detainees "Custody Records"** – to improve the standards for protecting the rights of detainees through the introduction of electronic recording of information on all actions against persons under police control from the moment of actual arrest and placement in a pre-trial detention center or release from into custody, as well as the introduction of a mandatory interview (survey) of the detainee and the police officer who carried out the detention.

The third priority is "DEVELOPMENT OF INFORMATION TECHNOLOGIES, UNIFICATION OF COMMUNICATIONS AND CYBER PROTECTION":

1. **Strengthening cyber security and creating prerequisites for preventing the leakage of service information from the databases of the National Police** – ensuring the security of information resources, international cooperation, working out cyber incidents, detecting cyber attacks at an early stage, etc.

2. **Unification of digital radio communication facilities between the units of the National Police of Ukraine (NPU) and the State Emergency Service (SES)** – the implementation of a universal platform for the exchange of information during daily official activities, emergency response.

3. **Intelligence-led policing – ILP (Intelligence-Led Policing)** – support for management and decisions of officials based on the process of analyzing information from internal and external sources. Further development of criminal analysis.

4. **SOCTA (Serious and Organized Crime Threat Assessment) methodology** – the use of this methodology allows you to determine the current threats associated with organized crime, its impact on government, self-government and society, as well as factors that cause further activities of organized criminal groups.

The fourth priority is "PROTECTION AND DEVELOPMENT OF HUMAN RESOURCES":

1. **Medical and psychological rehabilitation, psychological support and socio-psychological support for police officers and their families** – ensuring proper psychological support, medical, psychological and psychological rehabilitation of police officers who suffered as

a result of the armed aggression of the Russian Federation on the territory of Ukraine. Organization of treatment and rehabilitation in partner countries of injured police officers. Provision of socio-psychological support to the families of the dead, wounded, captured and missing police officers, including the organization of burials, the payment of a one-time allowance, as well as additional remuneration – for wounded police officers, registration of benefits and compensations provided for by law, medical support, etc.

2. **Organization of training, retraining and advanced training of personnel, explosion safety training** – making changes to the training programs (plans) for various categories of police officers, taking into account new challenges and threats. Implementation of a remote (online) training system for police officers into practice.

The **fifth** priority is **"COUNTERACTION TO THE MOST RELEVANT CRIMINAL OFFENSES FOR MILITARY STATE"**:

1. *Countering criminal offenses related to the illegal circulation of weapons, ammunition and explosives.*

2. *Disclosure of crimes committed with the use of weapons and explosives.*

3. *Disclosure of fraud, including those committed using information technology.*

Therefore, taking into account the above, the following should be considered as strategic guidelines for the quality of training of officers of the National Police in the context of Ukraine's integration into the European educational space:

1. **Observance of human rights and freedoms in police activities.** One of the ways is to continue the implementation of the system of electronic recording of actions with detainees "Custody Records", starting with the formation and development of relevant competencies in the educational process of cadets within the discipline "Police activity".

2. **"Dialogue" police.** Partnership of the police with other bodies of public administration and society. Further construction of systems for ensuring public security and order on the territory of the state, ensuring a police presence, working with the population with the peculiarity of introducing police mediation, preparing future police officers for the role of mediators.

3. **Prevention and counteraction to domestic violence.** To train and improve the skills of police officers in mastering practical skills, continue to apply interactive methods in the "Rooms of specialized training grounds", improving the relevant training methods, taking into account modern challenges.

4. **Ensuring gender equality.** Monitoring of activities by the Ministry of Internal Affairs of Ukraine on the implementation of gender policy to ensure compliance with gender equality, empowerment of women.

5. **Anti-corruption.** Concretization of the features of the theoretical and practical legal organizational foundations for the implementation of the International Standards of Moral Conduct in the training of police officers as a prerequisite for preventing the commission of corruption and corruption-related offenses, carrying out appropriate organizational measures with personnel, mastering by applicants for education in the educational component "Prevention of Corruption".

6. **Criminal analysis.** Intelligence-led policing – ILP – support for management and decisions of officials based on the process of analyzing information from internal and external sources. Complementing the relevant chapters of the educational components of the "Criminology" direction.

7. **Assessment of threats of serious crimes and organized crime according to the SOCTA (Serious and Organized Crime Threat Assessment) methodology.** Mastering the methodology in the framework of professional training and advanced training through the development and implementation of methods for the relevant educational components "Operative-search activity", "Legal psychology".

8. **Documenting war crimes.** Deepening professional training for the direct investigation of war crimes within the framework of the disciplines "Criminal Procedure" and "Criminal Law" on the preparation of documentation for the International Courts.

9. **Opposition to collaboration.** Identification of sabotage and reconnaissance groups and collaborators. Deepening the training of police officers through the development and implementation of appropriate methodologies for the educational component "Operative and Investigative Activities".

10. **Legal regulation of martial law.** Service under martial law (checkpoints, curfews, participation of special police units, consolidated detachments in the execution of combat orders of the military command).

CONCLUSIONS TO THE CHAPTER 1

The reform of police bodies and units in different countries testifies to the importance and growing role of the humanities (psychology, pedagogy, sociology) in training personnel and organizing their daily activities. A special role in the formation of the Ukrainian police is played by the success of the formation of the professional identity of the police officer. Interest in the problem of forming the professional identity of a specialist in modern psychological science is steadily growing and is of particular relevance, since the rapidly changing modern socio-economic conditions dictate new requirements for the level of professional training of specialists.

An analysis of domestic and foreign experience in police training allows to propose such relevant areas of activity aimed at reforming the educational activities of the Ministry of Internal Affairs of Ukraine:

- to scientifically substantiate the concept and strategy of modernizing the system of professional training of police officers, namely: primary professional training; training in institutions of higher education with specific conditions of study, postgraduate education, service training and legislatively determine the subjects of this reform, amend the current legislation;
- in order to form, train highly qualified police officers, form a law enforcement elite while expanding the network of innovation and technology centers based on research institutes of the Ministry of Internal Affairs of Ukraine, which were directly involved in the development of the latest police training technologies;

- to define national quality standards for the educational and staffing of the police training system, which should establish a clear procedure for licensing, attestation, accreditation of all institutions and institutions involved in the professional training of police officers;
- the Ministry of Internal Affairs of Ukraine to carry out a number of scientific studies on the development and implementation of "quality portraits" of police officers depending on the type of activity, structural unit, range of duties in order to improve the qualification requirements for police positions;
- to promote the development of scientific schools in departmental educational institutions of the system of the Ministry of Internal Affairs of Ukraine;
- not to allow a reduction in state funding of educational institutions at various levels, even in times of crisis, in particular scientific research.

All the processes associated with the reform of the law enforcement industry are not just "technical" external changes in the activities of police institutions, but cherish a deep psychological and pedagogical content. In the context of reforming the National Police of Ukraine, organizational changes should have a positive personal and psychological meaning for employees, which is provided by appropriate programs aimed at creating a sense of psychological security, accessibility of means of adaptation and personal involvement in these changes. That is, in the process of implementing the reform, one should take into account not only experience in the field of legal institutional changes, management and logistics, but also psychology and pedagogy.

REFERENCES

1. Protsenko, T. O., Korystin, O. Ye., Smernytskyi, D. V. et al.; Kryvolapchuk, V. O. (Ed.) (2018). *Odnostrii politseiskyykh v Ukraini: istoriia, suchasnyi stan ta normatyvno-pravove zabezpechennia*. Kyiv: DNDI MVS Ukrainy, Kharkiv: Machulin, 352.
2. Ezhevskii, D. O. (2008). *Municipalnaia politciia: opyt Velikobritanii*. *Administrativnoe i municipalnoe pravo*, 11. Available at: <http://www.center-bereg.ru/m2706.html>
3. Kondratova, V. (2013). *Kak izbezhat Vradievki. Piat primerov uspeshnoi reformy politcii*. Liga. *Novosti: portal*. Available at: http://news.liga.net/articles/politics/875218-kak_izbezhat_vradievki_pyat_primerov_ushpeshnoy_reformy_politsii.htm
4. Campion, J., Rousseaux, X. (Eds.) (2015). *Policing New Risks in Modern European History*. Basingstoke: Palgrave Macmillan, 128. doi: <https://doi.org/10.1057/9781137544025>
5. Kratcoski, P. C., Edlbacher, M. (Eds.) (2016). *Collaborative Policing: Police, Academics, Professionals, and Communities Working Together for Education, Training, and Program Implementation*. Boca Raton; London; New York: CRC Press, 322. doi: <https://doi.org/10.1201/b19746>
6. Shvets, D. V. (2016). *Reform of police agencies of foreign countries: legal and psychological aspects*. *Pravo i bezpeka*, 4, 162–169.

7. Pro Natsionalnu politsiu (2015). Zakon Ukrainy № 580-VIII. 02.07.2015. Available at: <https://zakon.rada.gov.ua/laws/show/580-19#Text>
8. Paualishvili, Z. (2022). Popry viinu ta zusyilia rosiiskoi propahandy, dovira ukrainsiv do derzhavnykh ta sotsialnykh instytutiv zrostaie, – sotsopytuvannia. LB.UA "Doroslyi pohliad na svit". Available at: https://lb.ua/society/2022/09/15/529505_popri_vyynu_zusyilia_rosiyskoi.html
9. Barko, V. I. (2022). Zberezhennia psykhologichnoho zdorov'ia politseiskyykh Natsionalnoi polit-sii Ukrainy v umovakh voiennoho stanu. Zabezpechennia psykhologichnoi dopomohy v sektori syl oborony Ukrainy. Kyiv, 15–18.
10. Semenushyn, M. O. (2020). National Police Of ukraine as an object crime prevention. Juridical Scientific and Electronic Journal, 2, 340–343. doi: <https://doi.org/10.32782/2524-0374/2020-2/88>
11. Ushakova, I. M., Shovkun, O. O. (2017). Development of professional motivation of nses future workers during their studies at universities. Problemy ekstremalnoi ta kryzovoi psykhologii, 22, 275–283.
12. Biletska, T. V. (2022). Psykhologichni determinanty formuvannia motyvatsii viiskovoslu-zhbovtiv do profesiinoi diialnosti. Zabezpechennia psykhologichnoi dopomohy v sektori syl oborony Ukrainy. Kyiv, 17–22.
13. Volynets, N. V., Katerenchuk, O. G. (2020). Relationship between sense-orientations and motivational readiness of students for professional activity. Psychology and social work, 2 (52), 9–24. doi: [https://doi.org/10.18524/2707-0409.2020.2\(52\).225426](https://doi.org/10.18524/2707-0409.2020.2(52).225426)
14. Barko, V. V., Barko, V. I., Bondarenko, V. D. (2021). Teoretychni zasady rozroblennia opy-tuvalnyka SRI. Visnyk NUOU, 1 (59), 12–21.
15. Deriuzhynskyi, V. F. (1903). Polytseiskoe pravo. Saint Petersburg: Senat. typ., 550, XII. Available at: https://www.gumer.info/bibliotek_Buks/Pravo/deryuj/index.php
16. Ruchko, A. Politciia strany voskhodiashchego solntca. Oruzheinyi magazine, 41. Available at: <http://gunmagazine.com.ua/index.php?id=415>
17. Goriashkieva, N. B.-G. (2015). Razvitie i obespechenie obshchestvennoi bezopasnosti na munitcipalnom urovne. Vestnik ekspertnogo soveta, 3 (3), 41–45. Available at: https://ski.ranepa.ru/about/files/journal_vestnik/issue_Q3-december2015g.pdf?utm_source=google.com&utm_medium=organic&utm_campaign=google.com&utm_referrer=google.com
18. Grokholskii, V. L. (2003). Organizatciino-pravovi zasady upravlinnia spetsialnimi pidrozdilami MVS Ukraini po borotbi z organizovanoi zlochinnistiu. Kharkiv: Vid-vo NUVS, 312.
19. Nikolaichik, V. M. (2010). Organizovannaia prestupnost v SShA. SShA – ekonomika, politika, ideologii. Moscow: Nauka, 160.
20. Dzhuzha, O. M., Vasylevych, V. V., Kulakova, N. V. et al.; Dzhuzha, O. M. (Ed.) (2007). Orha-nizovana zlochynnist v Ukraini ta krainakh Yevropy. Kyiv: Kyiv. nats. un-t vnutr. sprav, 138.
21. Semenushyn, M. O. (2017). Kryminologichni napriamy diialnosti pravookhoronnykh orhaniv zarubizhnykh krain u zapobihanni bandytyzmu. PRAVO.UA "Spetsializovane vydavnytstvo",

- 1, 225–232. Available at: <http://pravo.unesco-socio.in.ua/wp-content/uploads/archive/Pravo-ua-2017-1/Pravo-ua-2017-1.pdf>
22. Bandurka, O. M., Yarmysh, O. N., Povolotskyi, O. V. et al. (2001). *Vzaimodiiia militsii ta hromadskosti v Ukraini (z vykorystanniam dosvidu diialnosti politsii Velykobrytanii)*. Kharkiv: Vyd-vo Nats. un-tu vnutr. sprav, 200.
23. Police and Fire Reform (Scotland) Act 2012 (2012). Legislation.gov.uk. Available at: <http://www.legislation.gov.uk/asp/2012/8/contents/enacted>
24. Police Reform and Social Responsibility Act 2011 (2011). Legislation.gov.uk. Available at: <http://www.legislation.gov.uk/ukpga/2011/13/contents/enacted>
25. Modulhandbuch 2014/2016 – Masterstudiengang: Öffentliche Verwaltung – Polizeimanagement (Publik Administration – Police Management). Münster: Deutsche Hochschule der Polizei, 79.
26. Isaieva, I. F. (2017). Professional training of senior executive personnel of Federal police of Germany. *Naukovyi visnyk Uzhhorodskoho universytetu*. Seriiia: "Pedahohika. Sotsialna robota", 1 (40), 111–114.
27. Varchenko, I. (2014). Reformy v Hruzii 2004–2012 rokiv: uroky dlia Ukrainy. LB.ua. Bloh Ivana Varchenka. Available at: https://lb.ua/blog/ivan_varchenko/283375_reformi_gruzii_20042012_rokiv.html
28. Bondarenko, V., Semenova, A. (2020). Targets of strategic development of educational policy of ukraine under integration into the european educational area: social and personal dimensions of cultural and historical integrity. *Education: Modern Discourses*, 3, 13–26. doi: <https://doi.org/10.37472/2617-3107-2020-3-02>
29. Andrushchenko, V. P.; Kochubei, N. V. (Ed.) (2021). *Fenomen osvity*. Kn. 5: Statti ta interv'iu. Sumy: Universytetska knyha, 536.
30. Developing Key Competences at School in Europe: Challenges and Opportunities for Policy. Eurydice Report. European Commission/EACEA/Eurydice (2012). Luxembourg: Publications Office of the European Union, 68.
31. Hudson, C. (2007). Governing the Governance of Education: The State Strikes Back? *European Educational Research Journal*, 6 (3), 266–282. doi: <https://doi.org/10.2304/eej.2007.6.3.266>
32. Ladrech, R. (2001). Europeanization and Political Parties: Towards a Framework for Analysis. Keele European Parties Research Unit (KEPRU) Working Paper 7. Available at: <https://www.keele.ac.uk/media/keeleuniversity/group/kepru/KEPRU%20WP%207.pdf>
33. Keele European Parties Research Unit (KEPRU) Working Paper 7 (2001). Available at: <https://www.keele.ac.uk/media/keeleuniversity/group/kepru/KEPRU%20WP%207.pdf>
34. Robert, B. (2010). The Europeanization of Education Policies: A Research Agenda. *European Educational Research Journal*, 9 (4), 519–524. doi: <https://doi.org/10.2304/eej.2010.9.4.519>
35. Western Europe – Educational Roots, Reform in the Twentieth century, Contemporary Reform Trends, Future Challenges. The Education Encyclopedia. Available at: <http://education.stateuniversity.com/pages/2547/Western-Europe.html>
-

36. Savchenko, O. (2018). Stages of modernisation of the content of primary school education: Ukrainian experience. *Education: Modern Discourses*, 1, 130–141. doi: <https://doi.org/10.32405/2617-3107-2018-1-12>
37. Bondarenko, V., Semenova, A., Vysotska, T. (2021). Processes of reforming the educational policy of Ukraine and the countries of the European Union: a comparative analysis. *EUREKA: Social and Humanities*, 6, 52–67. doi: <https://doi.org/10.21303/2504-5571.2021.002195>
38. Shvets, D. V. (2019). *Forming a Police Officer's Personality in Terms of Professional Training and Professional Activity: Legal and Psychological Aspects*. Kyiv, 454.
39. Pietkov, S. V. (2004). *Efektivnyi menedzhment v orhanakh vnutrishnikh sprav*. Simferopol: Tavriia, 564.
40. Kisil, Z. R. (2017). Do pytannia vdoskonalennia profesionalizatsii kadriv Natsionalnoi politsii Ukrainy. *Naukovyi Visnyk Lvivskoho derzhavnoho universytetu vnutrishnikh sprav. Seriiia psykholohichna*, 2, 25–33.
41. Klymenko, I. V. (2018). *Psykholohichni zasady profesiinoi pidhotovky politseiskykh*. Kharkiv: Folio, 424.