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ENHANCING PSYCHOLOGICAL AND PEDAGOGICAL COMPETENCIES IN ASPIRING POLICE OFFICERS VIA VOCATIONAL TRAINING

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In the face of significant global changes affecting Kazakhstan and ongoing reforms across state structures, society is witnessing a surge in specific categories of crimes, emphasizing the urgency of addressing socially dangerous trends. Consequently, there is a crucial need for improved initial professional training for law enforcement officers and an exploration of effective pedagogical methods to foster the necessary personal and professional qualities for their service. The purpose of the article is to demonstrate the development of pedagogical and psychological skills of future police officers in the educational process. The research employs analytical methods, including a thorough examination of psychological and pedagogical literature, scrutiny of normative documents governing educational institutions of the Ministry of Internal Affairs, and an analysis of curricula for initial vocational training courses at the Academy of the Ministry of Internal Affairs. Additionally, diagnostic techniques including surveys, expert evaluations, and empirical data analysis and synthesis were employed.

The study involves a questionnaire survey of 350 students undergoing initial professional training for senior, private, and junior command staff, with results compared to expert assessments provided by instructors. The findings reveal a tendency for students to overestimate their self-evaluation regarding the development of professional and psychological skills, qualities, and stability.

In response, the authors advocate for an increase in the study hours dedicated to the "Fundamentals of Psychological Preparedness" discipline and propose a curriculum revision aimed at fostering analytical-psychological and technical-psychological skills, professional thinking, and professional-psychological qualities among students.

This research aims to establish the theoretical underpinnings for cultivating the professional psychological preparedness of future police officers. It involves analysing its constituent elements, pinpointing challenges, and suggesting objectives for psychological and pedagogical interventions aimed at the students' personal development. The findings of this study offer practical value for the development of educational programs in initial vocational training courses and provide a foundation for further investigations in this field.

Key words: *psychological and pedagogical skills, professional and psychological readiness, psychological stability, initial professional training, psychological and pedagogical qualities, moral values of students.*

БОЛАШАҚ ПОЛИЦИЯ ҚЫЗМЕТКЕРЛЕРІНІҢ КӘСІБИ ОҚЫТУ ҮШІН ПСИХОЛОГИЯЛЫҚ-ПЕДАГОГИКАЛЫҚ БІЛІМДЕРІН ҚАЛЫПТАСТЫРУ

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Қазақстанға да әсер ететін елеулі жаһандық өзгерістер, мемлекеттік құрылымдарда жүргізіліп жатқан реформалар жағдайында қоғам қылмыстардың жекелеген санаттарының өсуіне куә болуда, бұл әлеуметтік қауіпті үрдістерге қарсы күрестің өзектілігін көрсетеді. Сондықтан, құқық қорғау органдары қызметкерлерінің бастапқы кәсіби дайындығын жақсарту және олардың қызметі үшін қажетті жеке және кәсіби қасиеттерді тәрбиелеудің тиімді педагогикалық әдістерін үйрену қажеттілігі туындайды. Мақаланың мақсаты – білім беру барысында болашақ полиция қызметкерлерінің педагогикалық және психологиялық дағдыларын дамыту. Зерттеу барысында ІІМ білім беру мекемелерін реттейтін нормативтік құжаттарды және психологиялық-педагогикалық әдебиеттерді мұқият меңгеруді, ІІМ жоғары оқу орындарындағы бастауыш кәсіптік білім беру курстарының оқу бағдарламаларын қамтитын аналитикалық әдістер қолданылды. Сауалнама, сараптамалық бағалау, эмпирикалық деректерді талдау және жалпылау сияқты диагностикалық әдістер де қолданылады. Зерттеу шеңберінде аға, қатардағы және кіші басшы құрамның бастапқы кәсіптік даярлығынан өтетін 350 тыңдаушыға сауалнама жүргізілді, аталған сауалнаманың нәтижелері сабақ жүргізетін нұсқаушылардың сараптамалық бағалау нәтижелерімен салыстырылды. Нәтижелер тыңдаушылардың кәсіби және психологиялық дағдыларды, қасиеттер мен тұрақтылықты дамытуға қатысты өзін-өзі жоғары бағалауға бейімділігін көрсетеді. Авторлар "Психологиялық дайындық негіздері" пәні бойынша оқу уақытын ұзартуды жақтап, аналитикалық-психологиялық және техникалық-психологиялық дағдыларды, кәсіби ойлауды және кәсіби-психологиялық қасиеттерді қалыптастыруға бағытталған оқу бағдарламасын қайта қарауды ұсынады. Бұл зерттеу болашақ полиция қызметкерлерінің кәсіби психологиялық дайындығын қалыптастырудың теориялық негіздерін қалыптастыруға, оның компоненттерін талдауға, мәселелерді анықтауға және студенттердің жеке басына психологиялық-педагогикалық араласудың мақсаттарын ұсынуға ықпал етеді. Аталған зерттеудің нәтижелері бастауыш кәсіптік білім беру курстарында білім беру бағдарламаларын әзірлеуде практикалық құндылыққа ие және осы саладағы алдағы зерттеулерге негіз болады.

Түйінді сөздер: *психологиялық-педагогикалық дағдылар, кәсіптік-психологиялық дайындық, психологиялық тұрақтылық, бастапқы кәсіптік даярлық, кәсіптік-психологиялық қасиеттер, білім алушылардың адамгершілік құндылықтары.*

ФОРМИРОВАНИЕ ПСИХОЛОГО-ПЕДАГОГИЧЕСКИХ НАВЫКОВ У БУДУЩИХ СОТРУДНИКОВ ПОЛИЦИИ В ПРОЦЕССЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ

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В условиях значительных глобальных изменений, которые затрагивают и Казахстан, продолжающихся реформ в государственных структурах общество становится свидетелем всплеска отдельных категорий преступлений, что подчеркивает актуальность борьбы с социально опасными тенденциями. Следовательно, существует острая необходимость в улучшении начальной профессиональной подготовки сотрудников правоохранительных органов и изучении эффективных педагогических методов для воспитания необходимых личных и профессиональных качеств для их службы. Цель статьи – показать развитие педагогических и психологических навыков будущих сотрудников полиции в образовательном процессе. В исследовании использованы аналитические методы, включающие тщательное изучение психолого-педагогической литературы, изучение нормативных документов, регулирующих образовательные учреждения МВД, анализ учебных программ курсов начального профессионального образования в университете МВД. Используются также диагностические методы, такие как анкетирование, экспертные оценки, анализ и обобщение эмпирических данных. В рамках исследования проведено анкетирование 350 студентов, проходящих начальную профессиональную подготовку старшего, рядового и младшего начальствующего состава, результаты этого анкетирования были сравнены с результатами экспертных оценок инструкторов, ведущих занятия. Полученные данные свидетельствуют о склонности студентов к завышению своей самооценки относительно развития профессиональных и психологических навыков, качеств и устойчивости. В ответ авторы выступают за увеличение учебного времени по дисциплине «Основы психологической подготовки» и предлагают пересмотреть учебную программу, направленную на формирование у студентов аналитически-психологических и технико-психологических навыков, профессионального мышления и профессионально-психологических качеств. Данное исследование способствует формированию теоретических основ формирования профессиональной психологической подготовленности будущих сотрудников полиции, анализу ее компонентов, выявлению проблем и предложению целей психолого-педагогических вмешательств в личность студентов. Результаты данного исследования имеют практическую ценность для разработки образовательных программ на курсах начального профессионального образования и создают основу для дальнейших исследований в этой области.

Ключевые слова. психолого-педагогические умения, профессионально-психологическая готовность, психологическая устойчивость, начальная профессиональная подготовка, профессионально-психологические качества, нравственные ценности обучающихся.

Introduction

Recent societal developments have necessitated an elevation in law enforcement personnel's skills and preparedness. President Kasym-Jomart Tokayev of Kazakhstan highlighted the urgent need for comprehensive police reform in a recent speech, pointing out the global shift towards a service-oriented policing model. Although Kazakhstan has begun this transition, the outcomes have been partially successful. Tokayev advocates for a complete reform, focusing on community-oriented policing with district inspectors playing a crucial role.

The current police service model in Kazakhstan aims to make public safety a collective responsibility of both the police and citizens [1, p.174]. Legal psychology and pedagogy research address various challenges in optimizing support for law enforcement practices, including tackling corruption tendencies within individuals [2].

The interaction between law enforcement and citizens is evolving to be more active and complex, influenced by pandemic restrictions and the digitalization trend [3, p. 289]. This change underscores the growing importance of psychological and pedagogical training for police officers to navigate increasingly non-standard issues and clarify their professional roles, particularly in terms of legitimate psychological influence and criminal deterrence [4, p. 81].

The psychological accountability of law enforcement officers for their decisions and actions has significantly increased, highlighting the complexity of their roles. Ensuring their professional and psychological readiness to act legally and ethically, avoiding errors and corrupt behaviours, has become paramount [5].

Education plays a key role in developing the personal and professional qualities of police officers, both in initial training and ongoing education [6, p. 352]. A values-oriented educational approach is essential for shaping future officers to challenge prevailing stereotypes and foster positive public perceptions [7].

Research on the personal and professional qualities of law enforcement officers, both domestically and internationally, focuses on the conditions and factors influencing their development. Despite numerous studies, the initial professional training for police service, especially within the Ministry of Internal Affairs' educational institutions, remains under-explored. The organization of this training, including the development of psychological qualities essential for law enforcement, warrants further investigation to enhance the professional and psychological readiness of recruits for their future roles.

The aim and objectives of this research is to provide a theoretical foundation for the necessity of developing psychological and pedagogical competencies and attributes that underpin professional and psychological preparedness, and to assess the extent to which these competencies and attributes have been developed among students at the higher educational institution of the Ministry of Internal Affairs.

Extensive research has focused on the nuances of the professional activities within internal affairs bodies, particularly emphasizing the attributes and expertise required of police officers and the interplay between personal growth and professional evolution (Budanov A.V. [8], Dulov A.V. [9], Kikot V.Ya. [10], Kozhevnikov V.V. [11], Minzhanov N.E. [12], Saparin O.E. [13], Stolyarenko A.M. [14], among others).

Studies on the diverse facets of professional, service-oriented, ethical, and legal education for Ministry of Internal Affairs' students have been documented by Vereshchak A.V. [15], Voronina T.N. [16], Karavaeva A.F. [17], Rabazanov S.I. [18], and Cojean [19].

The foundational training within these educational institutions and its role in the development and shaping of personality have been explored by Andrianov A.S. [20], Bogatyrev K.V. [21], Krick, A., & Felfe, J. [22], Blumberg D. [23], Kucheryavenko I.A. [24], and Stapassoli, R. A. [25], with Blumberg D. addressing the tension between recruitment standards and the quality of initial training.

Highlighting the significance of developing psychological competencies, legal experts have examined the nurturing of personal and professional qualities during the early stages of training. Andrianov A.S. discusses this development in the context of Ministry of Internal Affairs' universities [20]. Stolyarenko A.M. emphasizes the critical nature of psychological readiness for police officers, arguing that legal case processing transcends mere technical and procedural accuracy. It involves understanding human psychology due to the inherent involvement of individuals, interpersonal dynamics, and behaviours [14].

Kucheryavenko I.A. delved into the motivational readiness of cadets for service in the Department of Internal Affairs, noting the initial training's emphasis on executive functions, emotional stability, and the enhancement of professional skills. This phase is marked by acute responsiveness to new learning experiences, with proper psychological and educational support leading to reduced anxiety, increased job satisfaction, sensitivity, and a heightened interest in learning [14].

Thus, based on the synthesis of scholarly research and practical insights from the Academy of the Ministry of Internal Affairs of the Republic of Kazakhstan, it is evident that the personal and professional attributes of police officers play a pivotal role in defining the image and efficiency of the police force.

Methods:

The academic article employs a comprehensive array of research methodologies to explore the professional and psychological readiness of police officers, integrating philosophical and general scientific approaches to dissect the complexities of this subject.

A cornerstone of the methodological framework is the systematic approach as advocated by I.V. Blauberg and F.Y. Korolev. This approach enables the identification of the components that constitute the professional and psychological readiness of police officers through system-structural and system-functional analyses. It allows for a holistic examination of the various elements that interact within the professional preparedness of law enforcement personnel.

The personality-activity approach forms another methodological foundation, highlighting the necessity of considering individual psychological traits alongside the objective social and socio-psychological conditions that foster psychological readiness for practical activity. This perspective, rooted in the works of A.N. Leontiev, P.Ya. Galperin, and G.V. Sukhodolsky, emphasizes the interplay between personal characteristics and the environment in which an individual operates.

The research also builds on the dispositional concept, which posits that an individual's social behaviour and readiness for specific actions are influenced by social conditions that satisfy certain personal needs. According to V.A. Yadov, personality dispositions, which are hierarchically organized, define both the general orientation of the individual and their situational responses.

To address the research objectives, the study employs various methods:

- Analytical methods involve the scrutiny of psychological and pedagogical literature, normative documents concerning the organization of educational institutions within the Ministry of Internal Affairs system, and the curricula of initial vocational training courses at the university.

- Diagnostic methods include surveys conducted among students of the Shrakbek Kabybayev Kostanay Academy of the Ministry of Internal Affairs of the Republic of Kazakhstan, expert assessments, and the analysis and synthesis of empirical data to understand deeper insights into the subjects' professional and psychological preparedness.

Furthermore, the article undertakes a detailed analysis of key concepts such as "professional readiness" and "professional and psychological readiness of an employee of the Department of Internal Affairs." Through the examination and synthesis of scientific literature, it posits that professional readiness encompasses a set of professionally significant psychological qualities essential for the autonomous execution of professional tasks, notably within various departments of the internal affairs system.

Results:

Analysing the theoretical insights on professional focus, cognitive aspects, and survey responses from students undergoing initial vocational training (IVT), it emerges that there is a notable level of motivational readiness among these students for roles within the internal affairs sector. Specifically, a survey among students in ordinary and junior commanding officers' programs (OJCO) indicated that 94% view the primary aim of IVT as gearing up for roles within the internal affairs bodies. When questioned about their independent study of psychological topics to enhance practical effectiveness in the Department of Internal Affairs, 69% of the middle commanding staff (MCS) students affirmed doing so, while 31% did not.

Reflecting on the scholarly work of legal experts A.M. Stolyarenko, A.V. Dulov, and psychologist O.E. Saparin, we have previously outlined the crucial elements of professional psychological readiness, which include intellectual or psychological professional skills, developed psychological attributes, and psychological stability.

Diagnostic tools, particularly questionnaires, were deployed to gauge the understanding of psychological skill components among IVT students. An overwhelming 86% acknowledged having a basic grasp, though 14% admitted to lacking detailed knowledge on the subject. Furthermore, there's a significant demand (98%) for guidance in conflict resolution and communication techniques. Notably, these findings were gathered before the commencement of the "Fundamentals of Psychological Preparedness" course, suggesting an initial gap in the formation of these crucial skills among the students.

This pattern of awareness and need for further instruction in psychological competencies was consistent among both groups of students, underlining a common recognition of the importance of these skills. Given that these surveys were conducted before introducing the "Fundamentals of Psychological Preparedness," it's inferred that many students are at the nascent stage of developing the psychological skills essential for their future roles.

Another data, shedding light on enhancing psychological and pedagogical skills of police officers, were obtained in September 2022. The Shrabek Kabylbayev Kostanay Academy of the Ministry of Internal Affairs of the Republic of Kazakhstan's Centre for Training Psychologists and Conducting Sociological Research, undertook a socio-psychological investigation focused on "The Perception of Police Officers Among Kostanay's Citizens." This study provided comparative insights through surveys conducted among law enforcement officers and the general public.

When asked about their approach to interacting with citizens, a majority of police officers (64.2%) expressed confidence in their polite and proper conduct during such engagements. However, a significant portion of the civilian respondents (49.4%) reported negative experiences in their interactions with the police, highlighting a perceived issue in communication from the public's perspective. Furthermore, when inquired about the aspects of their duties they find challenging, 22.9% of the officers identified "public communication" as a problematic area.

Based on the findings from the Centre for Training Psychologists and Conducting Sociological Research at the Kostanay Academy, it is evident that law enforcement personnel acknowledge challenges in forming deeper emotional connections with the community, indicating recognized barriers to effective communication with the public.

In February 2023, a self-assessment survey was administered to ordinary and junior commanding officers to gauge their competence in psychological and pedagogical engagement with the public. The officers were asked to rate their proficiency in this area on a scale from 0 (low) to 2 (high), yielding the following responses: a) When asked to evaluate their work with the public based on their understanding of psychology and education, 87% assessed themselves at a medium level, while 13% considered their level low.

b) Regarding their approach of working with citizens through trial and error, 95% rated themselves at a medium level, with 5% acknowledging a low level of proficiency.

c) On their ability to establish rapport with any category of citizens, 26% rated their proficiency as high, 62% as medium, and 12% as low.

d) In terms of utilizing psychological and educational knowledge to manage intergroup and group conflicts, 68% rated their proficiency as medium, with 32% rating it as low.

Interpreting these responses poses a challenge. The subjective nature of self-assessment, coupled with the potential for overestimation of abilities as observed by expert teachers, complicates the objective evaluation of officers' proficiency in psychological and pedagogical interactions with the community. This complexity is further illustrated by the students' optimistic view of their professional and psychological readiness for practical activities, with 54% affirming adequacy, 45% leaning towards adequacy, and only 11% doubting their preparedness. Despite this confidence, a significant 94% struggled to specify which psychological and pedagogical skills they apply in their duties, indicating a discrepancy between perceived readiness and the ability to articulate specific competencies utilized in their professional roles.

When asked to identify the elements that would facilitate the absorption of knowledge and the enhancement of psychological competencies (choosing one or more options), students from the middle commanding ranks highlighted several key factors: a personal commitment to self-improvement and self-

development (51%), the availability of self-directed learning opportunities in relevant activities (23%), access to guidance from seasoned mentors (14%), and the provision of ample psychological education sessions alongside skilled psychological and pedagogical instruction from the Academy of Internal Affairs' faculty (12%).

Discussion

In our discussion on the enhancement of psychological and pedagogical competencies in aspiring police officers through vocational training, it is imperative to consider the multifaceted aspects that contribute to the professional and psychological readiness of these individuals. The emphasis on psychological readiness, alongside the acquisition of professional skills, underlines the complex interplay between an individual's motivational readiness and their capacity to perform professional functions effectively within the internal affairs bodies.

To provide further insight, an examination of the fundamental concepts of "professional readiness" and "professional and psychological readiness for employees within the Department of Internal Affairs" is undertaken. Through synthesizing and analysing scholarly literature, it has been deduced that professional readiness encompasses a set of crucial professional and psychological attributes required for the autonomous execution of job responsibilities, especially within various sectors of service.

In the context of assessing the professional preparedness of cadets at the Ministry of Internal Affairs' universities, I.A. Kucheryavenko highlights the significance of incorporating psychological preparedness into the understanding of professional competence. This includes the capacity to acquire professional skills and fulfil job-specific tasks, with a particular emphasis on the motivational aspect of learning professional activities as a cornerstone of professional readiness [14].

Research has consistently highlighted the importance of developing a comprehensive set of professional psychological skills, qualities, and stability as foundational elements of an officer's preparedness. This framework, as elaborated by scholars such as A.M. Stolyarenko, A.V. Dulov, O.E. Saparin, presents a tripartite approach to understanding the psychological readiness required for law enforcement officers to navigate the challenging landscape of their profession.

To deepen our understanding, we examine each element individually. Psychological skills are those whose application is predominantly rooted in psychological principles, necessitating focused attention largely derived from the study of personality psychology rather than legal statutes or physical aspects of tasks. Notably, a lawyer's ability to recognize and proactively establish psychological environments conducive to resolving legal issues effectively exemplifies these vital psychological competencies [26]. Central to this discussion is the notion that professional psychological skills—encompassing cognitive, emotional, social, and moral dimensions—serve as critical enablers for officers to adapt to various service conditions. These skills are not only pivotal for managing the unexpected but are also essential for effective communication, a cornerstone of police work that directly influences public perception and trust. Our findings from a socio-psychological study underscore the gap in effective communication between police officers and citizens, highlighting an area ripe for improvement through targeted training and development.

Moreover, the concept of professional and psychological stability emerges as a critical attribute for officers, enabling them to maintain high performance levels despite adverse conditions. This stability is intricately linked to an officer's emotional, motivational, and intellectual resilience, underscoring the necessity for vocational training programs to incorporate strategies aimed at bolstering these aspects of psychological readiness.

Analytical and psychological competencies enhance an individual's ability to adapt to diverse service scenarios, including those that are unexpected, adverse, or uncomfortable. According to A.V. Dulov, such adaptability encompasses the ability to disengage from specific stimuli and suppress negative emotions that emerge during certain actions [9]. The strategic employment of technical and psychological skills necessitates utilizing tools and methods that are psychologically based, encompassing both verbal and non-verbal forms of influence, along with role-based behaviours. A.V. Vereshchak's research into the communication preparedness of cadets at the University of the Ministry of Internal Affairs posits that such readiness is a crucial component of personal development. This readiness encompasses a value system, cognitive abilities, emotional and wilful qualities, and practical behavioural skills, coupled with an individual's self-perception of being competent and ready for professional interactions. The core of a cadet's ability to communicate effectively in their future policing roles involves a comprehensive set of communication skills and behavioural strategies [15].

The discussion extends to the value-oriented educational process, which is identified as a crucial mechanism for instilling moral values in future officers. This process not only humanizes the educational experience but also prioritizes the development of internally accepted moral values that form the ethical backbone of a police officer. Such an approach is instrumental in fostering a sense of duty, integrity, and professionalism that transcends mere adherence to legal norms, thereby enhancing the overall effectiveness and credibility of the police force.

As our research indicates, there is a clear interest among students in initial professional training programs to deepen their psychological and pedagogical knowledge. This interest, coupled with the

identified factors that facilitate the assimilation of such knowledge, points to a significant opportunity for vocational training programs to align more closely with the needs and aspirations of aspiring police officers.

Therefore, the data underscores the necessity for integrating tactical and psychological skills, conceptualized as a collection of developed and implemented psychological methods, including:

- creating psychological profiles for individuals and groups, also known as socio-psychological profiling;
- conducting psychological evaluations of information related to crimes or other events received by an individual officer or the law enforcement agency;
- carrying out surveillance on entities of interest to the law enforcement bodies;
- observing individuals and groups psychologically;
- initiating, sustaining, and concluding psychological interactions with the public;
- averting unnecessary (harmful) psychological disputes with the public and managing inevitable conflicts [27].

Legal experts identify professional psychological attributes to encompass cognitive and mental capacities of an individual, including perception, focus, psychological monitoring, recall, visualization, creativity, and reasoning.

Among these, professional reasoning stands out as crucial. It enables the examination of operational data, the proposal of theories, the construction of hypotheses, the derivation of inductive and deductive reasoning, and the integration of information to make decisions regarding each instance of legal infringement. The key characteristics of this quality are its objectivity, fairness, and analytical depth [28].

The subsequent element under consideration is the professional and psychological resilience of employees, a critical attribute that enables individuals to withstand adverse psychological effects encountered during professional tasks without compromising the efficacy of their operational and service duties.

A.V. Dulov posits that psychological resilience is crucial for handling the potential conflicts inherent in many interactions. Establishing a standard response to conflict scenarios, especially severe ones, ensures the continuity of communication, mitigates emotional reactions, and facilitates the achievement of objectives [9]. This resilience is intricately linked to emotional, motivational, intellectual, and even biological and genetic factors that influence human behaviour. O.E. Saparin outlines the facets of professional and psychological resilience as follows:

- The capacity to appropriately address adverse external influences, demonstrating balanced and rational reactions to challenges posed by external factors specific to one's operational and service roles.
- The skill to maintain an optimal level of mental stress conducive to fulfilling official duties, navigating through and overcoming general and specific challenges encountered in any professional task.
- The ability to manage suboptimal mental states during operational and official activities without diminishing effectiveness or failing to meet broader professional goals [13].
- The commitment to adhere to one's moral values in professional conduct, even in critical situations.

Furthermore, a value-oriented educational approach within educational institutions can lay the groundwork for instilling moral values in future police officers, contributing to the prevention of misconduct, including corruption [28 p. 382]. This approach involves:

- Humanizing the educational experience within a departmental university while upholding hierarchical relationships.
- Prioritizing the development of morally sound values that shape students' life perspectives, including their views, attitudes, beliefs, and ideals [29, p. 15].
- Cultivating the foundational elements of moral values—goals, evaluations, and ideals—that resonate with the crucial aspects of the future duties of police officers [14, c. 102].

These instilled moral principles serve as the cornerstone for building an individual's professional and psychological fortitude. The development of such resilience is deemed a critical area for further investigation and analysis through both theoretical and empirical research methodologies. In closing, results from a survey of students undergoing initial professional training affirm their keen interest in acquiring psychological and pedagogical insights.

In synthesizing these insights, it becomes evident that enhancing psychological and pedagogical competencies in police officers is not only a matter of curriculum design but also involves creating an educational environment that supports the holistic development of the individual. By addressing the gaps in communication skills, fostering professional and psychological stability, and embedding a strong moral framework within the training process, vocational training programs can play a pivotal role in preparing future officers for the complexities of modern law enforcement. This comprehensive approach not only benefits the officers themselves but also serves the broader societal interest by promoting a police force that is competent, empathetic, and ethically grounded.

Conclusion:

Based on the theoretical underpinnings and empirical insights discussed earlier, it is apparent that psychological readiness is a critical and complex attribute essential for anyone serving in law enforcement.

This trait comprises various psychological skills and qualities that are nurtured through formal education and hands-on experience, crucial for aligning an individual's capabilities with the demands and specific tasks of their role.

The importance of psychological readiness for aspiring police officers is highlighted by the unique challenges they face in law enforcement duties. The incorporation of the specialized course "Fundamentals of Psychological Preparedness" in the curriculum at the University of the Ministry of Internal Affairs is a testament to the growing recognition of equipping a new wave of officers with the necessary skills for effective communication with the public—a key aspect of their training and selection process.

Furthermore, psychological resilience, along with other facets of psychological readiness, acts as vital protection for the knowledge, skills, and competencies of internal affairs personnel. This aspect is crucial in developing the professional and psychological competencies of future officers, an endeavour that should be pursued diligently during their education at the Academy of the Ministry of Internal Affairs to prepare them adequately for their careers. Here, the educational process plays a critical role in laying the foundation for their future effectiveness.

Looking ahead, as the educational landscape evolves, a primary objective for the Academy of the Ministry of Internal Affairs will be to design and implement integrative courses that reflect the real-world interplay between legal, psychological, and specialized knowledge crucial for both prospective and current officers. Additionally, ensuring these courses are supported by the necessary resources, didactic materials, and the right psychological and pedagogical training for instructors and mentors will be essential.

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PROFESSIONAL BILINGUALISM OF A FOREIGN LANGUAGE STUDENT: COOPERATION WITH AI

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In the contemporary landscape of language learning and education, the formation of professional bilingualism among foreign language students is increasingly influenced by innovative technologies, particularly artificial intelligence (AI). The integration of AI tools and platforms into language learning environments represents a transformative shift, offering unique opportunities for students to enhance their linguistic proficiency, cultural understanding, and overall communicative competence. This article explores how cooperation with AI can facilitate the development of professional bilingualism of foreign language students who are striving on their professional development path in becoming English teachers and translators. Such sensitive matters as personal development and ethics of integrating AI in the process are considered among some more pragmatic aspects such as incorporating AI into lesson planning and linguistic skills development. Data for the present research is original and comes from the context of three universities where authors are working with aspiring emerging professional bilinguals. The results can be of interest for those working in the higher education sphere or related areas requiring the professional training being reviewed in this paper.

Key words: linguistic persona, professional bilingualism, generative AI, language learning and teaching, personalized learning path, AI-based education.

ШЕТЕЛ ТІЛІН ҮЙРЕНУШІ СТУДЕНТТІҢ КӘСІБИ ЕКІ ТІЛДІЛІГІ: ЖАСАҢДЫ ИНТЕЛЕКТПЕН ЫНТЫМАҚТАСТЫҚ

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