

ABSTRACT

The article provides a theoretical and legal analysis of the problems of implementing innovative methods of training lawyers. It is emphasised that the transformation of the political, legal, economic, social, spiritual and cultural components of the modern constitutional system of Ukraine requires current approaches to the education and training of the future generation. Furthermore, considering the high role of lawyers in state-building and law-making, training highly qualified lawyers in domestic institutions of higher education, capable of implementing complex professional and research tasks, requires special attention. It is emphasised that the modern system of Ukrainian higher legal education in new realities needs operational changes and renewal of content at all levels, considering the conditions of education during martial law and in the post-war period. The priority task is to find and implement innovative methods of training lawyers for new social needs and requests. Systematic improvement and improvement of the knowledge and skills of scientific and pedagogical workers are interdependent on the practical implementation of innovative learning technologies.

It is noted that in the conditions of active development and informatisation of all spheres of society, the increasing introduction of information and communication technologies into human life, which undoubtedly also applies to the educational sphere, the availability of information is increasing at an incredible speed. The advantages and disadvantages of this phenomenon are emphasised.

It is emphasised that to improve the system of introducing innovative methods and technologies in institutions of higher education, it is essential to ensure the training of qualified specialists in the field of innovation development for implementation in the educational process, taking into account professional specifics, at the national level and the level of individual institutions of higher education. Furthermore, particular attention should be paid to disseminating innovative methods and technologies among higher education institutions, their analysis, and providing feedback on their effectiveness. This direction requires independent research and the attention of legal scholars and other sciences.

Keywords: *legal education, lawyers, constitutional system, innovativeness, innovative methods.*

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THE ROLE OF MOTIVATION IN LEARNING A FOREIGN LANGUAGE BY FUTURE LAW OFFICERS

Ганна Декусар, Карина Лагун. РОЛЬ МОТИВАЦІЇ ПРИ ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ МАЙБУТНІМИ ПРАВООХОРОНЦЯМИ. У роботі визначено, що система освіти МВС України активно змінюється та модернізується, що, безумовно, має враховуватись у методичному контексті на всіх рівнях освіти. Дослідження проблем мотивування курсантів має бути безперервним, необхідно постійно шукати нові технології, способи та засоби для ефективного навчання іноземної мови, які сприятимуть мотивуванню курсантів до іншомовної діяльності і, як наслідок, підвищенню якості іншомовної діяльності.

Актуальність дослідження обумовлена необхідністю забезпечення іншомовного освітнього процесу в закладах вищої освіти методикою навчання, спрямованою на підвищення мотивації майбутніх правоохоронців.

Визначено той факт, що англійська є мовою усього світу та до її вивчення слід підійти більш поглиблено та вивчати саме її профільно, для сприйняття поліцейським потрібної для нього

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інформації у своїй роботі. По-перше, англійська мова допомагає досягнути прогресу у міжнародному співробітництві, що є досить важливим, по-друге, поліцейський неодноразово стикається з ситуацією, коли йому слід пояснити порушнику причину зупинки, або ж для швидкої та оперативної допомоги жертві, яка стала заручником певних обставин і звернутись може тільки до поліцейського.

Відповідно до нестабільної економічної ситуації та реформування системи правоохоронних органів, підвищуються вимоги до кваліфікованості співробітників поліції. Впроваджуються нові форми та методи підготовки фахових поліцейських із залученням інформаційних технологій, та нових методів комунікативного підвищення у сфері ведення діалогів безпосередньо самого поліцейського з громадою. Іноземна мова – це значна частина вербального методу ведення переговорів з людьми, яку слід вмотивовано розвивати серед кола поліцейських.

Ключові слова: мотивація, іноземна мова, соціокультурний простір, правоохоронці, вивчення, сучасні методи навчання.

Relevance of the study. Motivation has been studied for many decades in different contexts, although there is no consensus on what motivation is, what motivations for learning need to be developed, in what ways and under what conditions it is possible to form a stable, positive motivation to learn. In recent years, under the influence of informatization, globalization, epidemiological and sociocultural factors, the interests and passions of cadets have changed, and accordingly, their goals, motives and desires. Until now, the formation of motivation during foreign language learning was considered under the conditions of modernization of the education system.

In the conditions of the formation of the modern scientific and educational paradigm in the 21st century, the status of a foreign language is changing significantly. Under the influence of social, geopolitical, technological and other processes, the importance of foreign languages in the world is increasing. Such phenomena as globalization, social openness, the development of international connections and relations contribute to the spread of multilingualism or multilingualism. Thanks to such phenomena as informatization and computerization, the importance of foreign languages reaches a completely different level in the multicultural world community [1, p.232].

The significance of mastering a foreign language is changing significantly in the realities of modern, globalized society. The rate of growth of the number of users of the global Internet and its endless filling with new content cannot be ignored both in everyday life and in the field of foreign language education. A foreign language is not only a means of intercultural communication, but also a means of integrating cultural, creative, and scientific achievements into a single multilingual, multicultural, informational global space.

Recent publications review. Considerable attention is paid to issues related to learning a foreign language by future law enforcement officers. In particular, it is worth highlighting the works of: O. Tarnopolskyi, Z. Korneva, T. Kolbina, O. Oleksenko, and O. Izmailova. However, almost no attention was paid to the problems of cadets' motivation when learning a foreign language in the works of domestic scientists.

The article's objective is to determine and characterize the process of motivation of cadets when learning a foreign language, to single out the main elements that spoil motivation and to determine ways to overcome this phenomenon.

Discussion. Let's start with the fact that in the global information space, all communication between citizens mainly takes place in one or more foreign languages. That is why absolutely every person is faced with the need to apply their foreign language communication skills and abilities in the spaces of the World Wide Web and in everyday life. Intercultural communication is an integral part of a huge audience of Internet users around the world. A foreign language becomes not only a means of communication, but also a means of integration and promotion of one's ideas, thoughts, interests, commercial proposals and scientific achievements in a single multicultural and multilingual space [2, p.78].

In today's world, it is impossible to imagine a successful person who does not know at least one foreign language and is not able to integrate it into the sphere of his professional activity. Modern world trend is multilingualism. Mastery of languages, which are means of communication and information exchange with the peoples of other countries, is gaining more and more importance, the possession of only one foreign language is now indispensable. Therefore, the process of learning a foreign language by cadets of institutions of higher education of the system of the Ministry of Internal Affairs (hereinafter – Higher Education Institutions of the Ministry of Internal Affairs) is quite relevant and relevant.

Multilingualism, as a socio-cultural phenomenon, presents to education the complex task of preparing young people for life in a multinational and multicultural environment, forming the skills to communicate and cooperate with people of different nationalities, races, and confessions. Note that the process of learning a foreign language should be parallel to the study of the culture of the people of the country of the language being studied, their behavioral and communicative norms of communication, values and traditions. In such conditions, the cadet will act not only as a subject of language, but also as a subject of culture, morality and morality. The result of such training should be focused on the upbringing and formation of a multilingual and multicultural citizen of the country, who accepts his belonging to a certain ethnic group and a certain culture, and to the global world space in general [3, p.67].

It is in the process of intercultural education that the future law enforcement officer has the opportunity to better understand the values of the local culture in the process of comparison with other cultures. It is in this kind of process that learning a foreign language is effective and efficient. Foreign language teachers face a new task – to prepare a graduate who will be able to successfully integrate not only into the socio-cultural space, but also into the sphere of his professional activity, in our case it is the sphere of law enforcement. If we talk about a foreign language, first of all, it is necessary to build the educational process in such a way as to instill in the cadet the need for self-organization, self-development, the formation of independence in mastering a foreign language and exercising self-control. Therefore, the problem of motivation arises time of learning a foreign language. In foreign language education, as in other areas, the motivation of cadets directly affects productivity and efficiency in language acquisition and the formation of foreign language communicative competence.

Without stable positive motivation, internal awareness and desire of cadets of the Ministry of Internal Affairs system to learn a foreign language, it is almost impossible to form foreign language communication skills and abilities. In the current socio-economic, geopolitical, technological, and recently epidemiological situation in the world, the problems of sustainable motivation of future law enforcement officers when learning a foreign language become especially relevant. Considering motivation as one of the most important components of the process of mastering a foreign language, which ensures its effectiveness, it should be noted that motivation is the subjective side of the student's world, which is determined by his needs, desires and preferences.

Therefore, it is difficult to cause motivation from the outside. The teacher can only indirectly cause the process of formation of motivation in the cadet, creating a base, taking into account which, the future police officer will have a personal interest in learning. The task of the teacher is to get to know the cadet as best as possible, to stand in his place, and then the teacher will be able to recognize his motives, and even develop and correct them. The teacher needs to imagine all the components of motivational tools, types and subtypes of motivation, and its reserves. Only then, it will be possible to find a balance between the content of the educational process and types of motivation, that is, to form a stable accompanying motivation, on the basis of which the future police officer will progress in mastering a foreign language [4, p.44].

Motivation is studied in different aspects, and therefore researchers consider it as one specific motive and as a certain system of motives, which includes a set of needs, goals, motives, ideals, interests, aspirations in their complex interaction. The motivation to learn a foreign language by future police officers is a subjective process of education and the formation of internal and external motives that stimulates, regulates and organizes the activity of mastering a foreign language, which is aimed at achieving educational, communicative and other goals in accordance with social values, interests, expectations and needs at the current stage of society's development.

The process of learning foreign languages can be seen through the prism of the hierarchy of human needs. The learning process satisfies certain needs, namely:

- a) the need to study and research something new and unknown;
- b) the need for changes and progress through interaction with the external environment;
- c) active activity, demonstration of one's strong qualities and abilities;
- d) interaction with other people, exchange of experience and ideas;
- e) striving for new knowledge, their systematization, search for new means of their extraction;
- e) increasing one's significance among other people.

The motivation of cadets while learning a foreign language usually manifests itself at three main levels:

- 1) on the global level (motivation for further life plans and goals);
- 2) at the level of the situation (when solving a specific communicative task);
- 3) only at the class level (while performing a certain task).

Thus, even if the learner has a fairly high level of global motivation and is aware of the importance of mastering and learning a foreign language, if he is offered an uninteresting task that does not correspond to his interests and desires, then his motivation will not manifest itself.

The level of motivation of each cadet and its dynamics in the educational process can be influenced by the following factors: 1) related to the organization of the educational process; 2) related to the cadet himself and his individual characteristics; 3) related to sociocultural influence and attitude to the language being studied.

Researchers agree that the motivational sphere of cadets is diverse and has a complex structure. It is influenced by social factors, the nature and peculiarities of the activity itself. In order to effectively influence the motivational sphere of cadets, the teacher should know the types of motivation during foreign language learning and understand their features [5, p. 65].

Firstly, motivation is divided into external and internal. In turn, external motivation, under the influence of social motives determined by the needs of society, is divided into broad social motivation and narrow one. Internal motivation is determined by the nature of the activity itself, and its subtypes include success motivation, communicative and linguistic motivation [6, p. 194]. Both external and internal motivation can be positive or negative, and positive and negative motivation should be distinguished. The positive motivation can include the construction: "if I learn English, I will be able to communicate with foreigners", and the negative: "if I teach English, I will pass the exam and not get into the uniform". Motivation can also be divided into distant (distant, delayed) and close (current).

According to P. Jacobson, the problem of motivation is one of the central and at the same time the most difficult problems of personality research. However, despite different interpretations of the conceptual motivation, most researchers agree that motivation is a broad concept that can be defined as an engine of activity that prompts, directs, organizes human behavior and activity and gives it significance and personal meaning. The main problems with the motivation of cadets when learning a foreign language include: boring presentation of material; sameness of classes and given tasks; misunderstanding of the importance of learning a foreign language and its role in the law enforcement profession; the negative influence of the environment on the process of learning a foreign language. In turn, every foreign language teacher must have basic skills in understanding the process of motivation and use them in their practical work in classes.

Modern Ukrainian researchers of cadet motivation problems when learning a foreign language, in particular T. Pakulova [7], N. Davydova [8], prove that the main criteria for its formation are the presence of cognitive motives and goals, the presence of positive emotions caused by the learning process, the ability and desire to learn, the ability and opportunity to apply the acquired knowledge in practice. Based on the comprehensive consideration of these indicators, the researcher identified four levels of formation of motivation for learning a foreign language: the level of lack of motivation (negative internal motivation for learning embedded in the educational activity of subjects of learning); low (negative external motivation, which is outside the educational activity of the subjects of study); medium (positive external motivation, which is directly outside the educational activity of the subjects of study) and high (positive internal motivation, which is embedded in the educational activity of the subjects of study). It is also worth noting the role of self-motivation in learning a foreign language. If a person can motivate himself, he increases his chance of success in a professional environment. Even if she suffers temporary setbacks, she still continues on her way to the goal.

Let's start with the definition. Self-motivation is encouraging yourself to perform purposeful actions. Basic self-motivation is necessary for each of us to function normally. Next, self-motivation for specific tasks should be noted. Motivating yourself to learn foreign languages is not an easy task. Boring grammar, hard-to-pronounce words, unintelligible audio recordings. Over time, the desire to work becomes less and less, and now the cadet prefers to do other, more interesting things instead of studying a new chapter of the textbook. In the study of the English language, as in any other activity, there are certain laws. As long as the activity is new to the person, novelty can fuel interest. But time passes, and enthusiasm is replaced by fatigue. The ability to motivate yourself will help to cope with this problem. Steve Jobs used to say: "Take a step, and the road will appear by itself". How to force yourself to take this first step? Modern psychology has developed many ways that allow you to regain motivation and the desire to move

on. Let's consider some of them.

The easiest way to motivate yourself is to use emotions. In order not to force yourself to learn English from under a stick, you need to imagine what benefits these lessons will bring in the future. For example, having learned a foreign language, you can afford to communicate abroad on a trip. Young people who like to meet new people can imagine themselves talking freely with an attractive English or German woman. And for girls who dream of a wedding with a foreigner, a magnificent wedding ceremony will serve as a motivating picture. Those who aspire to get a successful career can imagine how they are quickly promoted and how their incomes grow along with it.

You can also use the opposite method – motivation "from unpleasantness". For this, it is necessary to ask the question: "What will happen if I do not devote thirty minutes now to preparing for the English lesson?" Motivation often disappears because the task before a person seems too huge. A complex and large-scale task can be so frightening that a person gives up on this idea before even starting to study. And here irreplaceable equipment will help. It is called "divide the whole into small parts". So that a big business does not seem threatening, it must be divided into several small successive stages. You need to perform small tasks and consistently. For example, on Monday, learn a grammar rule and do several exercises to consolidate it. On Tuesday, you can do listening. Thus, in a month, a significant part of the program will be completed, and the cadet will be able to enjoy the first success.

The "Competition" psychotechnique also helps a lot. For its implementation, it is not even necessary to find like-minded people whose goals partially or completely coincide, because the cadet is constantly in a group of fellow students. And that's why the teacher can use this psychotechnique in classes once or twice a week.

High results in learning a new language can be achieved only by those who regularly work to achieve the set goal. The success of the activity depends on the ability to cheat to see one's goal and the benefits that its achievement brings; from proper organization of one's work; and also from the support of others. In addition, motivation is the cause of activity and orientation of the individual to objects and phenomena of reality, as a result of which activity arises. Achieving a certain goal, in addition to desire, requires an object that was a stimulus for activity, and which would direct the activity of the individual, that is, a necessary motive. The quality of learning a foreign language as a whole depends on what motives pursue the cadet. External motivation has no connection with the content of the educational subject, but depends on external factors. Examples of external motivation include:

1) achievement motive – the cadet's desire to succeed in any activity, in particular in the study of foreign languages. For example, when a student wants to successfully complete an academic year or receive a diploma;

2) the motive of self-affirmation – the cadet's desire to receive approval from peers, teachers, parents and society as a whole. A student seeks to learn a foreign language, as it can increase his status and position in society;

3) the motive of identification – the desire and desire of the cadet to be like his idol, for example, a famous singer, actor or athlete, the desire to speak the same language;

4) motive of affiliation – desire and desire for interaction and communication with other people;

5) the motive of self-development – the individual's desire and desire for self-improvement. A student considers learning a foreign language as a source of new knowledge for intellectual, cultural and spiritual growth.

Intrinsic motivation is the opposite of extrinsic motivation and is directly related to the content of the subject itself, and not to external factors. It is often called procedural or cognitive motivation. Those who study get pleasure from the very process of mastering a foreign language, from intellectual activity. The effect of external motives (prestige, achievement, self-affirmation, etc.) is intended to strengthen internal motivation, but they are not directly related to the content of the subject and the process of educational activity [9, p. 243]. Research in the field of psychology and pedagogy proves that the effectiveness of learning a foreign language or any other subject directly depends on the level of motivation of the cadets of the Ministry of Internal Affairs. One of the most important and difficult tasks of a teacher is to create conditions and the necessary atmosphere in the educational process for the formation of stable, positive motivation of future law enforcement officers. It is absolutely clear that the stable, positive motivation of the cadets of the Ministry of Internal Affairs system should have a balanced combination of cognitive (internal) and basic social (external) motives, which should be reflected in the

educational process at each lesson in the Higher Secondary School of the Ministry of Internal Affairs [10].

Conclusions. Thus, motivation is a subjective process of internal and external motives formation, which stimulates, regulates and organizes the activity of mastering a foreign language by a cadet of the MIA system, which is aimed at achieving educational, communicative and other goals in accordance with social values, interests, expectations and needs at the current stage of society's development.

With regard to the process of learning a foreign language in the conditions of modernization, motivation can be characterized as a motivating and regulatory mechanism of activities for mastering foreign language communicative competence, which ensures the student's involvement in foreign language activities and mastering its means. The action of this mechanism is ensured by a set of motives, where the priority is cognitive motives motivated by the teaching method, which contributes to the activation of personal activity, the development of communicativeness and cognitive interests in the field of a foreign language, which corresponds to social values, interests, expectations and needs at the current stage.

The motive in learning a foreign language in the conditions of modernization of education is characterized as an intention, aspiration, need or final result that prompts the learner to act, determines his choice of means and strategies for the most effective achievement of educational, communicative and other goals in accordance with social values, interests, expectations and needs of the participants in the educational process of learning a foreign language.

Conflict of Interest and other Ethics Statements

The authors declare no conflict of interest.

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ABSTRACT

The work determined that the education system of the Ministry of Internal Affairs of Ukraine is actively changing and modernizing, which, of course, should be taken into account in the methodological context at all levels of education. The study of the problems of motivating cadets should be continuous, it is necessary to constantly look for new technologies, methods and means for effective foreign language learning, which will contribute to the motivation of cadets for foreign language activities and, as a result, to increase the quality of foreign language activities. The relevance of the study is due to the need to ensure the foreign language educational process in institutions of higher education with a teaching method aimed at increasing the motivation of future law enforcement officers.

The fact that English is the language of the whole world and its study should be approached more deeply and studied precisely in its profile, for the police to perceive the information necessary for him in his work, has been determined. Firstly, the English language helps to achieve progress in international cooperation, which is quite important, and secondly, the policeman repeatedly faces a situation when he should explain to the violator the reason for the stop, or for quick and efficient assistance to the victim who has become a hostage of certain circumstances and turn to maybe only to the police.

In accordance with the unstable economic situation and the reform of the law enforcement system, the requirements for the qualifications of police officers are increasing. New forms and methods of training professional police officers with the involvement of information technologies, and new methods of communication improvement in the field of dialogue between the police officer and the community are being introduced. A foreign language is a significant part of the verbal method of negotiating with people, which should be motivated to be developed among police officers.

Keywords: *motivation, foreign language, socio-cultural space, law enforcement officers, study, modern teaching methods.*