CHAPTER 3
USE OF TRAINING TECHNOLOGIES IN WORKING WITH LAW ENFORCEMENT PERSONNEL

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INTRODUCTION

High standards for professionalism level of law enforcement officers need the intentional development of personal and professional qualities, the mastery of the system of theoretical knowledge and applied skills, the ability to use them in practice under any conditions regardless of the specific nature of the activity.

Today, trainings, which taking into account methodical versatility, practical focus, productivity and efficiency become an integral part of personal and professional improvement, are one of the most advanced, successful and demanded technologies of personal education and development. Compared to other psychological methods, training makes it possible to realise the necessary psychological conditions for the development of professional and personal consciousness of staff, actualize theory resources, change behaviour and attitude to the world around and other people.

Intensive interactive tutorial during the training allows acquiring a considerable amount of information in the short period of time and solidifying new knowledge and skills in practice. Skills are developed using various techniques and exercises, business and role playing, group discussions, situations modeling, etc.

The above confirms the need to improve available conceptual and methodological approaches to human resources management and, in particular, to use latest psychotechnologies for ensuring professional, psychological and ethical-moral components of staff reliability of law-enforcement bodies.

3.1. Psychological training as an innovative technology of tutoring and development of law enforcement officers. Key methods of group work

More recently, the implementation of different trainings has become popular in Ukraine. This is due to a number of factors, one of which is the search for alternatives ways of developing professional competence of actors to the traditional educational system. It is essential to mark law-enforcement sphere among them.

It is expedient to consider psychological trainings as the most effective ones. In fact, such basic tasks of professional and psychological training as the development of professionally important qualities, knowledge and skills cannot be realised by giving lectures that have passive and unproductive nature and do not take into account the specifics of the service, the experience of employees and practice demands.

Today, trainings are high-performing and more effective as contrasted with many directive and coercive measures because they have prolonged nature and are psychologically and morally reasonable. Training practice is a regular and temporarily determined fundamentally new form of professionalisation and humanisation of the law enforcement system. Trainings make it possible to improve staff's qualification competencies, to advance their level to current world standards within a very short time.

In comparison with traditional psychological and pedagogical methods of cooperation with the staff of law enforcement bodies, *psychological training* has essential advantages, as follows:

– group experience prevents alienation, helps to solve interpersonal problems;

– a group reflects the society in miniature, makes the following hidden factors visible: colleagues pressure, social influence and conformism;

– the possibility of feedback and support from employees with similar problems;

– in the group, an employee can master new skills, experiment with different kinds of relations among peers;

– in the group, the employee can identify himself with other people (that is, "to play" a role of another person for better self and his conception);

– the interaction in the group creates tension, which helps to clarify the psychological problems of each person;

– the group facilitates self-disclosure, self-enquiry and self-knowledge;

– economic and time benefits (compared to face-to-face work).

According to literature sources, approximately 5% of provided information is processed after attended lectures, 10% – after independent reading, the use of visual means increases the volume of processed information to up to 20%, and the demonstration of samples of professional behaviour is even more efficient (30% of information)[123]. Activity in the discussion group increases the volume of the processed information up to 50%, the practical mastering of professional actions under close-to-real conditions – up to 75%. Combination of the above means, methods and techniques leads to the most effective results: audience absorbs 90% of new information (knowledge, skills, experience, work methods and behaviour modes) in the context of their optimal and pedagogically expedient use[4]. In addition, there are a number of teaching methods aimed at maximum intensification of cognitive activity of employees, stimulating creative thinking, creating relaxed, informal, inviting atmosphere.

Thus, the above arguments confirm the fact that interactive forms and methods of teaching, a kind of which is a psychological training, meet the requirements of modern times in a greater degree and are considered impartially to be the most effective.

Domestic and foreign science has many interactive methods of assimilating information (situation-role and business playing, "brainstorm", group discussion, modeling of practical situations, etc.). Each of them can be used individually; however, more often they are a component of the complex programs involving a set of different methods depending on the tasks and tangible assets[5].

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In the context of practical application, the methods of group work differ both in terms of goals and tasks and their "close connection" with the individual.

The main methods of psychological training are as follows:

The lecture is verbal information presented by a coach. His/her task is to share his/her knowledge with a group, and the task of the group is to acquire and keep it. Audience capture is realised only in the form of listening, that is, the lecture is a passive process.

Despite the progress of computer technologies and education systems, the very lecture has still formed the basis of modern training.

To improve perception and digestion of information by training participants, one can use a range of particular techniques for its presentation:

1) information structuring – a lecture course should be arranged logically and systematically, intelligibly;

2) information revision – it is essential to inform group about lecture topic, provide information elaborated, review key points

3) taking into account group attention focusing – information presentation has to be performed taking into account limits stipulated by special aspects of group attention. Optimum period of attention focusing is 20 minutes.

Advantages of the lecture as a training method:

– an effective way to communicate promptly and effectively with a large group;

– it does not require significant expenses, economic type of training;

– the lecture's content is structured and provided in a logical sequence;

– it allows one to handle the content, plan checklist and procedure for providing information;

– the opportunity to regulate time to the minute.

Disadvantages of the lecture as a training method:

– passivity of training;

– a lack of confirmation what the audience has understood and acquired;

– it puts high-standard requirements for the professional competence of the coach.

Almost any issue can be transformed in the subject of the lecture. However, it is necessary to avoid lectures if the group needs active participation or if the training is carried out in the form of sharing experience.

The role-playing game is a way of extending the experience of participants by presenting them an unexpected situation in which they are proposed to assume a role of one of the participants and elaborate a way to complete the situation. The effectiveness is achieved in the context of situation's maximum close-to-real conditions.

Advantages of role-playing games:
– the gained experience is kept for a long time;
– enjoyment (a game offers a very interesting way to assimilate knowledge and skills);
– forming an understanding how other people behave and what they feel;
– safe conditions, the possibility to learn a variety of behaviour patterns in an environment without pitfalls.

Disadvantages of the role-playing games:
– artificially created situation, unrealistic conditions;
– the possibility of careless attitude of the participants;
– risk element due to tension amplification, discomfort.

The role-playing game is most often used in training aimed at developing interpersonal skills, although it can be used for other purposes.

The case method has become popular in recent times. Typically, when using this method, participants are given a list of circumstances that may be based on a real or imaginary situation.

There are three main options for the application of the case method:
1) diagnosis of a problem;
2) diagnosis of one or several problems and elaboration of methods for their solution by participants;
3) participants assess the actions taken to solve the problem and its consequences (the problem and its solution are indicated in the instructions).

When agreeable application scenario is accepted, one can decide whether the case method will include one task or tasks series. Depending on tasks complexity, the method is used either as a short exercise for 30–60 minutes or more expanded one.

Advantages of the case method:

– realism, practical rehearsal tasks have to be solved;

– pressure minimization, the opportunity to study important issues in a safe environment of the training and not in real life;

– active interaction and communication provide an opportunity to assess the importance of problems and analyse the proposed solutions promptly and quite fully.

Disadvantages of the case method:

– illusions origin (in contrast with real life, the training provides for ample time, knowledge and safe conditions for the detection, analysis and search for alternate solutions that should be realised in order to avoid disappointment);

– the lack of conlusions (time limits make it impossible to elaborate for practical recommendations that can cause dissatisfaction);

– truthlikeness challenges (the lack of realism impede participants identifying themselves with the proposed roles and filling them).

The case method is acceptable for small or large groups, however, which are divided into several small ones. It is targeted at handling problems and decision making.

Brainstorming is the most free form of discussion. The essence of the method is to ensure the generation of ideas, excluding the analysis, discussion and criticism of the solutions proposed by the participants.

Rules of brainstorming: 1) zero criticisms; 2) stimulation of ideas; 3) equality of participants; 4) freedom of associations; 5) recording all ideas.

Advantages of brainstorming:

– encouragement of creative thinking, ideas generation;

– overrun the standard thinking, stimulating creativity, a group provides more proposals, productive ideas than one person;

– simplicity (the method is simple for comprehension and application and it does not require high-tech equipment or long-term training).

Disadvantages of brainstorming:

– complexity of achieving active involvement of all participants (passivity or avoidance of responsibility causes inefficiency and low involvement);

– incomplete nature of the process (the generation of ideas and proposals must be implemented practically as it is impossible to achieve effective results).

Brainstorming can be applied in trainings of problem solving, decision making, and creative thinking. It develops listening skills and is an essential element for creating united team.

Discussion is free sharing knowledge, ideas or insights between a coach and participants. The training method has a tendency to be limited by one issue or topic and is conducted in a certain order. It is very important that everyone has own viewpoints and respects the viewpoints of others. The interruption of a speaker is completely excluded. A discussion takes place when all participants aspire to achieve a common goal.

Advantages of the discussion method:

– comprehension presentation, available feedback (there is an image how a group is good in understanding issues under discussion as well as a chance to test own beliefs and attitudes);

– active knowledge sharing (more practical way to interact with a group, more prolonged effect, especially in the cases when information under discussion differs attitudes of some group participants or involves sharp or controversial issues);

– active cooperation, high level of group involvement.

Disadvantages of the discussion method:

– a possibility to wander from the subject;

– strong dependence of a group on participants' knowledge and experience (thus, it is essential to draw attention to gather participants with approximately equal skills in order to ensure a wide range of ideas and opinions);

– probability to consolidate a wrong position (in the case of discussion cosideration as pressure and threat to own viewpoints, a participant can strengthen convictions).

A discussion is applied in the context when sharing knowledge, ideas and opinions can lead to new focus, change of behaviour model, development of skills of interpersonal interaction.

3.2. Methodological guidelines for a coach

Training should begin with a problem statement. It is important not only to present information but also to find time for its processing and interpreting in small groups. The training goal is to change social attitudes and stereotypes of participants' behaviour, and it is equally important to intensify the processes of experiencing (work with emotions) and to

stimulate the desire for personal involvement in solving the problems under discussion.

In the process of training planning, it is expedient to take care:

- senior staff of a unit, where training takes place, approves its concept;

- the availability of funds for the purchase of necessary materials, catering service etc.;

- primary awareness of training participants on the subject matter of activities and, if possible, to provide them with relevant information resources for studying assimilation of which should be tested during the training;

- implementation of "primary" and "final" interview of participants for the purpose of assessing their actual knowledge in the issues under discussion at the training start as well as defining changes at its final (progress assessment);

- employees will be released from the performance of their official duties for a particular period of time (1, 2 or more days, depending on the training duration);

- appropriate training facilities where participants could easily accommodate and, if necessary, form micro-groups for discussing specific issues, pair work and performing training exercises;

- participants relax during breaks (they should take place every 1,5 training hours), have some coffee or tea;

- number of training participants doesn't exceed 25–30 persons (optimum number of participants of training group is 15–16 persons);

- a group doesn't involve officials who career subordinate to each other, significantly differ in the status, age, educational background;

- participants accepts the rules of conduct during the training and adhered to them;

- participants master key elements of the educational content, be able to apply them in their daily professional activities;

- it is used a diverse range of role and game methods, considerable number of examples based on staff practical activity in the process of considering training subjects;

- information and exercises designed for participants meet training goal and are necessary and sufficient for its achievement, optimal in terms of volume and level of complexity;

• a coach has been provided with visual aids essential for learning activity (flip chart, board, Whatman paper, multimedia projector, laptop, etc.);

• participants have been provided with stationery for keeping records and performing training exercises (copybooks, notebooks, sheets of paper, pens, pencils, coloured markers, etc.).

The first lesson should be started with the introduction of the training program and the coach. In the beginning of the session, it is also essential to explain the difference between training form of activity and traditional methods of teaching, give examples. If the participants are not acquainted with each other, it is worth carrying out exercises "for acquaintance" on the first day of classes. And if they are, then it is useful to apply any psychogimnastic exercises belonging to the category of "icebreakers" and aimed at creating relaxed creative atmosphere in a group.

It would be better if two coaches conduct training, because during classes it may be necessary to add new or clarify provided information. If training has a legal subject, it is recommended to involve a lawyer who together with a coach-psychologist will take part in discussing problem points, in particular during familiarizing with legal and regulatory framework, as well as in consulting participants in case of any questions in the process of solving situation tasks.

Every topic should be easy-to-understand and intelligible and have moderate volume of theoretical information. It is a good practice to use multifunctional psychogymnastic warm-up exercises, which allow participants to switch from one subject to another faster and easier, avoid excessive tension, increase group dynamics, maintain work spirit and, as a result, contribute to a more productive absorption of training content.

In the context of mini-lectures, it is incumbent to take care of using the audio-visual aids, for example, to prepare slides contain definitions of basic concepts, short (6–12 words) quotes from regulatory documents or scientific sources. A coach must make certain that the used aids will be perceived by all training participants, that is, those present will be able to see and hear them well.

It is expedient to begin studying any problem with concepts defining. Outlining the essence of the problem, it is necessary to clear up the causes of its origin, the main consequences based on data characterizing the state of the problem in the world and in Ukraine.

As it has been noted, the main form of training is practical sessions in the process of which it is performed particular or simulated situation based on service life of law enforcement officials, then problems related to the situation are discussed.

The above trainings also include the demonstration of a multimedia slide deck, which is one of the effective methods for providing information to participants and which facilitates information perception during training sessions.

Slides of the training deck should include the mains points of issue-related information, have a text flow which is practical for perception and reading, be brief but quite informative, and their design needs pastel and soft colours.

Slides are supportive notes for a coach. It is unwelcome that the presentation was limited by reading theses from slides. During a slideshow, one should to re-phrase the key points and introduce short comments. The presentation can (and has to) be broken out by questions for a group. It is also recommended to address questions in the case when the activity of training participants decreases. Examples from practical and personal experience "animate" the presentation. A coach has to avoid long "academic" lectures. If the presentation lasts more than 20 minutes, you need to divide it into several subject-matter blocks alternating with role-playing games, warm-up exercises or group discussions.

In the process of preparing, the coach must read the content and study conditions for a pitch deck thoroughly.

When conducting training sessions, participants' questions make up a particular complexity. Most questions can be predicted in advance. It provides an opportunity to prepare (look through recommended sources) to be ready to provide a specific and competent response. Answering questions, it is desirable to manifest tolerance, avoid confrontation with a group or individual participants. In the case of aggressive behaviour of some persons, it is important to avoid provocations, be well-understood and careful in statements. Moreover, it should be remembered that the lack of questions is a feature of indifference.

If there are conflicts, they should be transformed into the form of productive and constructive discussion but not a controversy. It is necessary to identify potential leaders and involve them when discussing challenging issues, searching new arguments and counterarguments, and

for work management in small groups, but not to allow them to dominate others. It is desirable to bring all participants in the training activity. It is expedient to combine unite passive participants for performing pair exercises – it will encourage them to kick into gear. No one should be a passive observer or avoid group performance.

3.3. General framework of training

Each thematic training part is designed for several sessions. Every of them can continue from 1.5 to 3 academic hours, thus, a thematic session mainly needs 1–2 days. If training sets out discussion of a large number of interrelated topics, its duration can last up to 5–6 days. More longtime tutoring is not expedient.

At the beginning of the first training day, it is formulated the main goal and the topic, which is specified in the title of each session. Then, one announces a day plan, marks a goal, and provides hand-outs, equipment and additional literature. The next stage includes a procedure for training.

The first session begins with a coach's presentation and program, auxiliary exercises (for participants' acquaintance, acceptation of conduct rules during the training, performing exercises contributing to creation of a favourable atmosphere).

To feel certain that the goal of session is achieved, it is essential to determine what must be learnt by training participants (theoretically and practically).

The session is accomplished by free comments of every participant towards personal impressions (feed-back) which shouldn't be longer than 10 minutes. After the session, there is a break for 10–20 minutes (coffee-tea–break) and obligatory meal period in the middle of the working day.

The approximate stages of the training and their characteristics:
Stage 1. Introduction (5% of the training duration).
Stage 2. Acquaintance (5%).
Stage 3. Establishment of rules for work in a group (5%).
Stage 4. Personal and group expectations of participants (3%).
Stage 5. The main part of the training:
block 1 – assessment of the level of awareness of training participants (5–10%);
 block 2 – problem mainstreaming (10–30%);
block 3 – information block (20–40%);

block 4 –acquiring practical skills (20–60%).

Stage 6. Activity completion; obtainment of a "feedback", final session of the training (5%).

At *the first stage* (introduction), a coach should introduce himself/herself and give and bring participants up to speed on the goal and tasks of the training.

At *the second stage*, it is essential to become acquainted with participants using acquaintance game.

At *the third stage*, participants create rules and working principles in a group with the assistance of a coach. This is implemented by means of "brainstorming", after which all the stated rules and principles are written down on a board or sheet of whatman, for example:

– *the principle "the here-and-now"* (it includes "psychological avoidance" of a participant from the group work, his/her passive position in relation to statements or criticisms addresses to him/her. Participants who are intended to imagine and consider "cases" and "stories", which they have not experienced, are "blocked" by a group);

– *the principle of "sincerity"* (it is expressed only real feelings but not ones;

– which would tranquillize, justify or, on the contrary, offend another person; reception of a distorted feedback can lead to the formation of false opinion);

– *the principle of "personal responsibility"*. One can express his/her opinion in sessions but it is essential to be responsible for own statements and actions;

– *the principle of "trust in communication"* (exclusively inviting atmosphere

creates conditions for frank and sincere comments of the participants on all the issues under consideration that also influence the effectiveness of the group);

– *the principle of "equal rights"* (the process of group activity provides the involvement of every participant on equal terms and rights with all);

– *the "stop" principle* (if the discussion of the situation, problem or act becomes unpleasant, any participant may close the discussion by saying "Stop");

– *the "tolerance" principle* (the creation and maintenance of an atmosphere of maximum psychological trust and openness in the group,

acceptance of others as they are is an important task of the training and a prerequisite for its effectiveness);

– *the principle "no judgments"* (different views, opinions are accepted without judgments, only actions are discussed, and criticism should be constructive);

– *the principle of "raised hand"* (participants express their opinions one after another and when one speaks others listen, and before they take the floor they raise their a hand);

– *the "confidence" principle* (all that takes place during the training is kept between participants and is not disclosed; conversations or discussions of group processes beyond the activities of the training group are unacceptable in terms of ethics);

– *the "feedback" principle* (every participant provides open, substantiated and constructive expression of ideas towards the significance, problems solving techniques, own activity and communication style, effectiveness of one or another behaviour modes in the specially simulated real-life situations, progress of tasks performance. Due to the very use of feedbacks, training participants have unique opportunity to find out how others percept their way of interacting, style of behaviour, thinking and judging, one or another individual psychological reactions).

The strict observance of the above principles makes it possible to solve the double organisational task: on the one hand, to ensure the activity of each participant's point of view (engagement in action), partnership (recognition of the individual value of another person), objectivation of behaviour (effective participation in the activity) and research focus (independent search for problems solution) and, on the other hand, to give a coach the opportunity to choose the best strategies for conducting sessions.

At *the fourth stage,* it is discussed participants' expectations. Each of them receives a piece of paper where marks own expectations from the training answering the question 'What do I want to get to hear at the training?" or "What do I want to benefit from the training?". Then, the participants are united in mini-groups and make expectations list of their subgroup taking into account expectations of everyone. The coach discusses and analysis expectations in the group. Completing training the coach reads aloud the expectations again and concludes whether all is done, discussed and resolved.

The fifth stage of the training consists of four blocks. Assessment of participants' awareness (on one or other issues) can be implemented by using questionnaire, in the form of discussion or when solving situation tasks.

Actualization of the problem passes through the entire training process, however, it is necessary to focus attention on a topic's importance constantly because participants are not always realise the relevance of the subject at the initial stage of the training.

The information block is also recommended to be distributed for the duration of the training process. For example, presentations with the use of computer equipment, short information messages (5–20 minutes) should be interchanged with role-playing games, solving situational tasks, distractive warm-up exercises.

Acquiring of practical skills is carried out in the process of business, role-playing or communication games, solving situational tasks, etc. Participants obtain not only communicative skills but also learn to make decisions and change the strategy of behaviour that helps to adapt more promptly and to adjust to the surrounding reality more flexibly, to form self-affirmation behaviour.

At the sixth stage, the training is completed. The main tasks of the stage is to estimate the progress of participants' awareness (using questionnaire); analysis of participants' expectations (they were marked in the beginning of the training); conclusions on training activities, implementation of final tasks.

Training will be more effective for participants if the program takes into account three components: 1 – information the group must know; 2 – information the group should know; 3 – information the group may know.

The information which the group must know is knowledge acquirement of which is essential for the understanding of the subject of the training. In most cases, it already has been formed in the process of identifying learning needs. Due to the fact, it is fundamental for the success of the training devoted to a particular topic, it should be considered first of all. This kind of information includes: rules of group work, psychological, legal aspects related to the subject of tasks, etc.

The information which the group should know may include issues which are directly related to the information from the category "the group must know", however, this one supplements and updates it.

The information which the group may know. Issues the "group may be familiar with" are useful for group work, but insight into them depends on the wishes of the participants. It is information which, time permitting, can become a solid basis for the subject under consideration but it does not have a direct practical application. Examples of such information can be historical facts, global aspects of the topic, other subject area, and general information.

Due to the above three categories, it becomes possible to set up priorities in the process of conducting the training. As a result, all significant issues are worked out primarily, and additional, secondary information is combined and brought to the notice of the participants at off-work time.

The basis of the training is so-called "structural exercises", which can be performed in the sequence below.

1. Name of the exercise.

2. Description of the exercise, necessary materials and equipment, instruction for participants.

3. Time required for the exercise (for example, 20–30 minutes).

4. Notes for the coach: tasks of the exercise, methodical instructions, questions for discussing the results of the exercise.

5. Discussion of coach's questions in the group – it lasts about 15 minutes, its results are fixed on whatman paper (board, flip chart). Then, 1–2 participants present the results of group discussion of the challenge.

6. Free comments of each participant about personal impressions – during 5–10 minutes.

7. Break for 15–20 minutes.

The purpose of any training evaluation is to test the quality of tutoring and to determine its effectiveness.

There are four categories of evaluating[6].

1. Evaluating reaction is the analysis of the attitude of training participants to the program they have mastered.

2. Evaluating learning is a way of ensuring that some facts, skills or principles have been acquired by the participants, and the ability to use them to a certain extent has been reinforced.

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[6] Kirkpatrick D.L. Evaluating Training Programs // American Society for Training and Development. 1975. № 2. P. 25–27.

3. Evaluating behaviour is the confidence in the fact that learned information in the training is not only acquired by the participants but also manifested in behavioral changes and applied in practice.

4. Evaluating results is a method of assessing the factor the importance of which is obvious and fundamental for the coach.

The most common form of evaluation is evaluating reactions of participants to the training program. In order to evaluate the effect of the training to the full extent, all four categories must be taken into account.

The above methodological training algorithm may vary, including the specifics of the training group, local conditions, interests and qualifications of the coach.

CONCLUSIONS

The effectiveness of the professional activities of law enforcement officials, the formation of their competence and professionalism requires the elaboration of an effective psychological training system with the obligatory application of the latest scientific developments and modern technologies as well as essential taking into account the specific nature of the activities of individual units.

Implementation of such an approach is possible in the context of the high level professional and psychological training and retraining of law-enforcement staff as a set of scientifically grounded measures for mastering knowledge, special skills and acquirements necessary for the successful exercise of service tasks. This is achieved through purposeful, controlled training, assimilation of a certain volume of special knowledge, its practical mastering and solidification.

For today, the most effective means and technology of educational process are training because they have the following characteristics: high performance, intensity, integrity, solidity of assimilation of a large volume of information, skills practice and reinforcement of the mastered knowledge through interactive methods. For this very reason, training is actively used during professional and psychological education of personnel for the purpose of personal and professional formation, realisation of individual potential, development of professionalism and improvement of skill.

Taking into account the above, it is quite clear why the state and departmental governing bodies have paid particular attention to the issue

under consideration, and the application of psychological knowledge in cooperation with personnel has become one of the important tasks of the human resources policy of the Ministry of Internal Affairs. The success of their implementation involves the consistent targeted realisation of appropriate measures through coordinated and synchronised interaction of the efforts of all structural units, the organization of their relevant performance, high-quality practical integration.

SUMMARY

The article is devoted to the issues of psychological training as an innovative technology for education and development of law enforcement officials. The author presents informative characteristics of the method, defines its essence, and focuses on advantages. The basic methods of group work during the training (lecture, role-playing game, case method, brainstorming, discussion) are analysed along with the insight into specifics as well as the advantages and disadvantages of each of them. The issues of methodical background of the coach are thoroughly considered. The general framework of the training is marked, and its approximate stages are described (introduction, acquaintance, creation of work rules in the group; personal and group expectations of the participants, the main part of the training (evaluation of the level of participants' awareness, problem maintenance, information block, acquirement of practical skills); completion; receiving "feedback"). The research proposes the sequence of "structural exercises" and evaluating categories (evaluating reaction, evaluating learning, evaluating behaviour, evaluating results). The necessity of introduction of training technologies as one of the most effective means for the development of an individual style of professional activity is highlighted.

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