MINISTRY OF INTERNAL AFFAIRS OF UKRAINE

STATE RESEARCH INSTITUTE

NAUKA I PRAVOOKHORONA: PSYCHOLOGICAL PROVISION OF LAW ENFORCEMENT ACTIVITIES

Monograph

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The monograph analyzes the psychological methods of studying the professiographical competence of senior staff of the National Police of Ukraine, considers the psychological basis for improving the efficiency of recruitment of staff of the National Police of Ukraine, carried out a professional analysis of law enforcement activities, paid attention to the adaptation of foreign psychodiagnostic techniques and improve the professional psychological training of police officers of the National Police of Ukraine. On the basis of doctrinal aspects, proposals have been developed for professional psychological support for the selection of personnel for law enforcement agencies.

The publication is intended for researchers, lecturer, post-graduate students and also heads of the law enforcement bodies.

CONTENTS

FOREWORD

Created with the aim of carrying out scientific and technical support of the activities of the system of bodies of the Ministry of Internal Affairs of Ukraine, the State Research Institute MIA Ukraine is the only scientific institution in Ukraine that demonstrates an integrated approach to ensuring law enforcement.

The combination of scientific activities of technical and humanitarian areas, considerable experience in studying the specific needs in providing units of various types of law enforcement, the presence of unique objects and highly qualified specialists allows for a high level of scientific and technical support of the activities of the Ministry of Internal Affairs, the National Guard of Ukraine and central authorities executives whose activities are directed and coordinated is the Cabinet of Ministers of Ukraine through the Ministry of Internal Affairs of Ukraine.

The purpose of this monographic study is to develop proposals for improving the psychological support of the personnel of the Ministry of Internal Affairs, the National Guard of Ukraine and the central executive authorities, whose activities are directed and coordinated by the Cabinet of Ministers of Ukraine through the Minister of Internal Affairs of Ukraine.

The study focused on psychological methods of research into the professional competence of senior staff of the National Police of Ukraine, the issue of training technologies in working with law enforcement personnel, the basics of professional analysis of law enforcement activities, means to improve the efficiency of the selection of staff of the National Police of Ukraine and improve the professional psychological training of police officers. The subject of the research is the public relations arising in the sphere of psychological support of the staff of the Ministry of Internal Affairs, the National Guard of Ukraine and central executive authorities, the activities of which are directed and coordinated by the Cabinet of Ministers of Ukraine through the Minister of Internal Affairs of Ukraine.

The subject of the research is the social relations that arise in the field of psychological support for the personnel of the Ministry of Internal Affairs, the National Guard of Ukraine and central executive authorities whose activities are directed and coordinated by the Cabinet of Ministers of Ukraine through the Minister of Internal Affairs of Ukraine.

In the first chapter of the work, psychological methods of studying the professional competence of the leading personnel of the National Police of Ukraine are analyzed. The meaning of the structure of the professional competence of a police manager is considered.

In the second chapter of the monograph, the basic requirements of the profession for the knowledge and skills of an employee of a criminal police unit and the psychological characteristics of the professional activities of employees of criminal police units are defined.

The third chapter of the monographic research devoted to the use of training technologies in working with law enforcement personnel as innovative technologies for the training and development of law enforcement officers.

The fourth chapter devoted to the peculiarities of group communications performed by police officers.

In the fifth chapter of the work attention is paid to the theoretical basis of professional analysis of law-enforcement activity.

The sixth chapter is devoted to the Ukrainian-language adaptation of foreign psycho-diagnostic methods.

The seventh chapter deals with the issues of the legal and psychological foundations of increasing the effectiveness of the selection of personnel of the National Police of Ukraine and appointment to posts.

In the eighth chapter, the features and ways of improving the professional psychological training of the National Police of Ukraine are investigated

CHAPTER 1
PSIHOLOGICAL MEANS OF STUDYING THE PROFESSIONAL COMPETENCE OF SUPERVISORY STAFF OF THE NATIONAL POLICE OF UKRAINE

Kryvolapchuk V. O.

INTRODUCTION

According to the Law of Ukraine "On National Police", it is a central executive body which serves society through ensuring the protection of human rights and freedoms, combating crime, maintaining public security and order. The tasks of the police are to provide police services in the spheres of public security and order, protection of human rights and freedoms, interests of society and the state, crime prevention, render citizens relevant services. Police officers perform official tasks on the basis of the strict observance of the rule of law, human and civil rights[1]. Official activities of police officers are traditionally considered as complex ones and characterised by a significant psychophysiological and physical impacts on employees, and the activity of police managers is especially difficult. Not all people are able to cope with managerial responsibilities; therefore, there is an important issue of studying potential and professional competence of police managers under their positions mobility and promotion. In the context of reforming of law-enforcement authorities of our state, special attention is paid to the study of professional-managerial competence of heads of police units; researchers believe that it influences successful activities of police units, the quality of managerial decisions and, for this reason, it is crucial to clarify its content and structure. Consequently, the purpose of the article is to cover the content and structure of the professional competence of the manager, as well as performance capabilities of some psychological tools for studying professional competence of executive staff of the National Police of Ukraine.

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[1] Pro Natsionalnu politsiiu : Zakon Ukrainy vid 02.07.2015 № 580-VIII // Vidomosti Verkhovnoi Rady Ukrainy. – 2015. – № 40–41 (9 zhovtnia). – Stor. 1970. – 379 s.

1.1. Content and structure of professional competence of police manager

Professional competence of a manager is traditionally understood as a generalized personal complex that includes his/her mastery of formed expertise. In turn, scholars refer required knowledge, skills and work methods of the chief as well as developed professionally important qualities and professional managerial experience, which ensures the effectiveness of his/her executive activities, to competencies[2]. Thus, scholars differentiate concepts "competence" and "competency", and most of authors mark that competence is a scope of competencies realized in activities[3]. At the same time, scholars emphasize that in the most general terms, a competency should be understood as the ability of a person to perform certain activities in accordance with the requirements, and competence determines a level of competency mastery (usually it's not one but several)[4].

Now, there are a lot of papers describing the structure and content of professional competence of experts in different spheres of professional activity. Thus, some scholars mark four components in the structure of expert's competence: special, social, personal and individual, describing them as types of professional competence[5]. Indicators forming the competencies through their manifestations are also characterised[6]. Other scholars, on the basis of the provisions formulated in psychology, identified three main groups of competencies: competencies relating to the very employee as a personality and subject of life activity; competencies related to person's interaction with others; competencies related to person's activity and are manifested in all its types and forms[7]. We believe that the most logical and theoretically substantiated modeling of professional competence presents the structure of professional competence in two cases as follows: 1) functional-substantial – it is considered as a set

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[2] Barko V. I. Robocha knyha kerivnyka orhanu vnutrishnikh sprav (psykholoho-pedahohichnyi aspekt) : navch. posib. / V. I. Barko, V. I. Zelenyi, Yu. B. Irkhin. – Vinnytsia : Knyha-Veha ; Vinnyts. obl. druk., 2009. – 129 s.

[3] Barko V.I., Ostapovych V.P. Psykholohichni mozhlyvosti vykorystannia strukturovanoho interviu z metoiu vyvchennia kerivnoho personalu Natsionalnoi politsii Ukrainy // Nauka i pravookhorona. 2017. № 2. – 40 c.

[4] Soshnykov A. Otsenka personala : psykholohycheskye y psykhofyzyolohycheskye metody / A. Soshnykov, A. Pelenytsыn. – M.: Эksmo, 2009. – 110 s.

[5] Klymov E.A. Obraz myra v raznotыpnыkh professyiakh. M.: Nauka, 1995. – 26 s.

[6] Barko V. I., Ostapovych V. P. Psykholohichni mozhlyvosti vykorystannia strukturovanoho interviu z metoiu vyvchennia kerivnoho personalu Natsionalnoi politsii Ukrainy // Nauka i pravookhorona. 2017. № 2. – 226 c.

[7] Soshnykov A. Otsenka personala : psykholohycheskye y psykhofyzyolohycheskye metody / A. Soshnykov, A. Pelenytsыn. – M.: Эksmo, 2009. – 23 c.

of competencies related to the scope of activities, communication and behavior concerning a specific object of activity, communication, behaviour; functional-susbtantial components of professional competence in this model are the following components: general professional (general scientific and research competencies); general branch (educational and specific competencies related to the training of experts in a particular sphere); special (pedagogical, managerial, recreational competencies); 2) psychological – it is a set of cognitive-intellectual and activity-behavioral components. Moreover, cognitive-intellectual factors include expertise, knowledge and skills, indicators of thinking; activity-behavioral indicators (experience of behaviour, activity and communication)[8].

Structural model of expert's professional competence is presented in figure 2.1.

From our point of view, it is expedient to distinguish two basic competencies in the model of professional competence of any expert: 1) the professional competencies which include the requirements applicable to a head in accordance with the content and specific nature of professional managerial activities; 2) professional competencies covering professional-psychological characteristics of a person, that is, professional and individual-psychological qualities of a head ensuring the success of his/her professional managerial activities.

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[8] Barko V. I., Ostapovych V. P. Psykholohichni mozhlyvosti vykorystannia strukturovanoho interviu z metoiu vyvchennia kerivnoho personalu Natsionalnoi politsii Ukrainy // Nauka i pravookhorona. 2017. № 2 – 226 s.
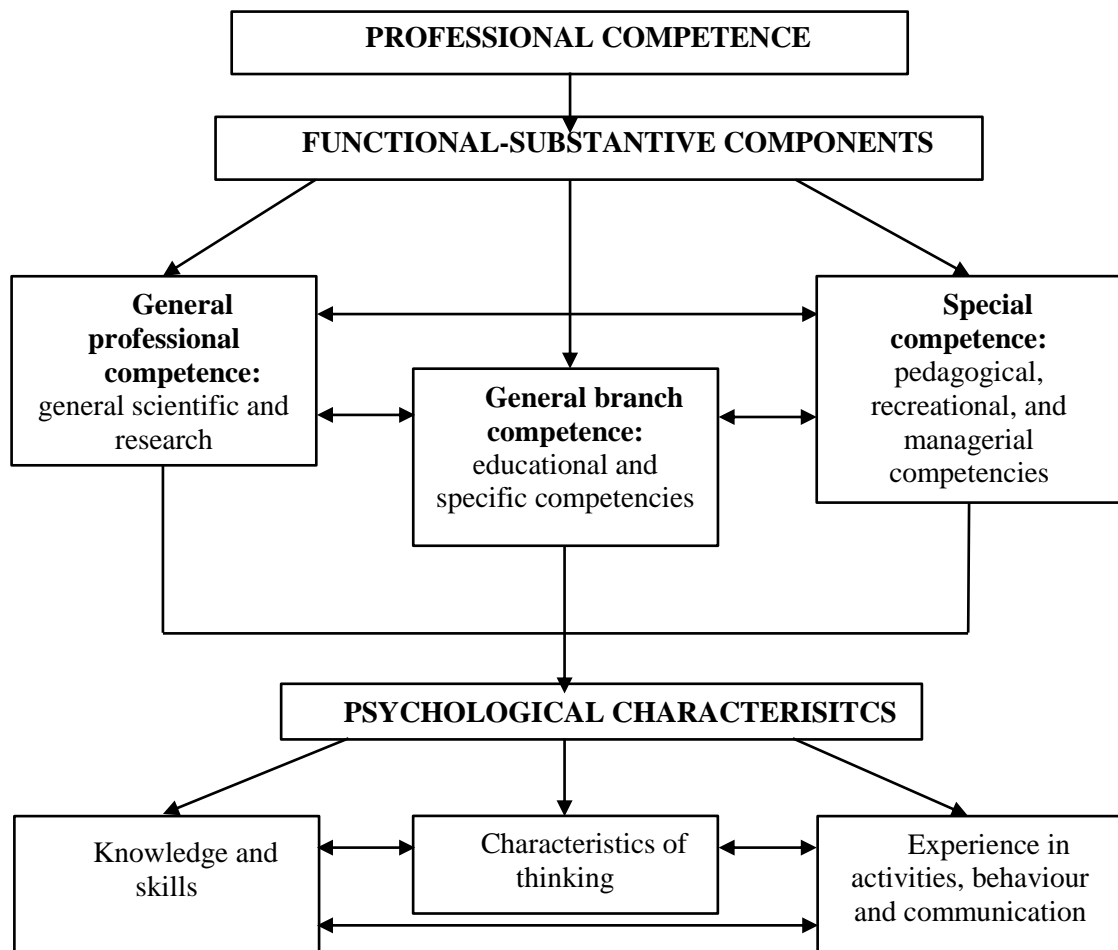
Fig. 2.1. Structural model of expert's professional competence

Conditionally, professional-psychological characteristics can be divided into personal and activity components as it is presented in figure 2.2. It is also expedient to mark two basic components in the structure of head's professional competence (in particular, head of a police unit) based on the above general model:

1) professional competencies including professionally required knowledge (cognitive component) and professional-managerial abilities (functional and activity component) in accordance with the requirements applicable to the content and a specific nature of head's professional and managerial activities;

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│              PROFESSIONAL COMPETENCIES                    │
└─────────────────────────────────────────────────────────┘
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┌──────────────────────────────┐  ┌──────────────────────────────┐
│ - professional communication; │  │ - analysis of a general situation; │
│ - conflicts managing;          │  │ - activity forecasting;        │
│ - work in a team of professionals; │ │ - planning of group activity;  │
│ - countering stress influence; │  │ -  motivation  of  a  group  to  resolve │
│ - forming and support of a good │  │ common tasks;                  │
│ psychological climate in a unit. │ │ - stimulating employees to be active; │
│                                │  │ - control of results of common activity. │
└──────────────────────────────┘  └──────────────────────────────┘
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┌──────────────────────────────────────┐
│      PROFESSIONAL-MANAGERIAL          │
│      COMPETENCE OF A HEAD             │
└──────────────────────────────────────┘
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┌──────────────────────────────┐  ┌──────────────────────────────┐
│ professionally   important    │  │ professional-managerial       │
│ personal traits ensuring      │  │ experience,          skills,  │
│ the success rate of the       │  │ knowledge,   peculiarities    │
│ independent professional      │  │ of professional behaviour     │
│ activity of a head            │  │ and cooperation               │
└──────────────────────────────┘  └──────────────────────────────┘
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┌──────────────────────────────────────┐
│   PROFESSIONAL-PSYCHOLOGICAL          │
│          CHARACTERISTICS              │
└──────────────────────────────────────┘
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**Fig. 2.2. General structural model
of professional competence of a head**

2) professional-psychological characteristics representing professionally important individual-psychological qualities of the head which ensure the success rate of his professional/her management activities. Professional-psychological characteristics can be conditionally divided into personal and activity components.

Basic components of the structure of professional management competence of the head of a police unit are represented in figure 2.3.

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Professional competencies

Professionally required knowledge (cognitive component) and professional-managerial abilities (functional-activity component) which meet relevant requirements for the content and a specific nature of professional and managerial activities

PROFESSIONAL MANAGEMENT COMPETENCE OF A HEAD

General personal constitution including head's mastery of formed competencies (required knowledge, skills and activity ways) as well as the availability of developed professionally important personal traits and early professional administration experience ensuring effectiveness of his/her professional management activity

Professional psychological characteristics

A set of professional and psychological traits of a head ensuring the success rate of his-her professional management activity

Fig. 2.3. Basic components of the structure of professional management competence of head

Taking into account the above, one can conclude that the model of professional managerial competence of the head of the police unit is a system of professional knowledge, skills and individual psychological qualities that collectively ensure the effectiveness of technologies of purposeful influence on the processes that take place in the head's organizational unit and create the necessary conditions for solving law enforcement tasks.

A cognitive component of the structure of professional managerial competence of the head is a set of knowledge which can be conditionally divided into two groups taking into account the scope of their application:

– specialized knowledge in management activity in the police: peculiarities of the organization of management process (including the content and specifics of the application of normative legal acts), the peculiarities of the organization of the management process in the professional activity of the head, the functional content of the head's management activity, etc.;

– knowledge of the psychological foundations of management activity of the head: motivational theories, socio-psychological peculiarities of the functioning of the team, leadership styles, etc.
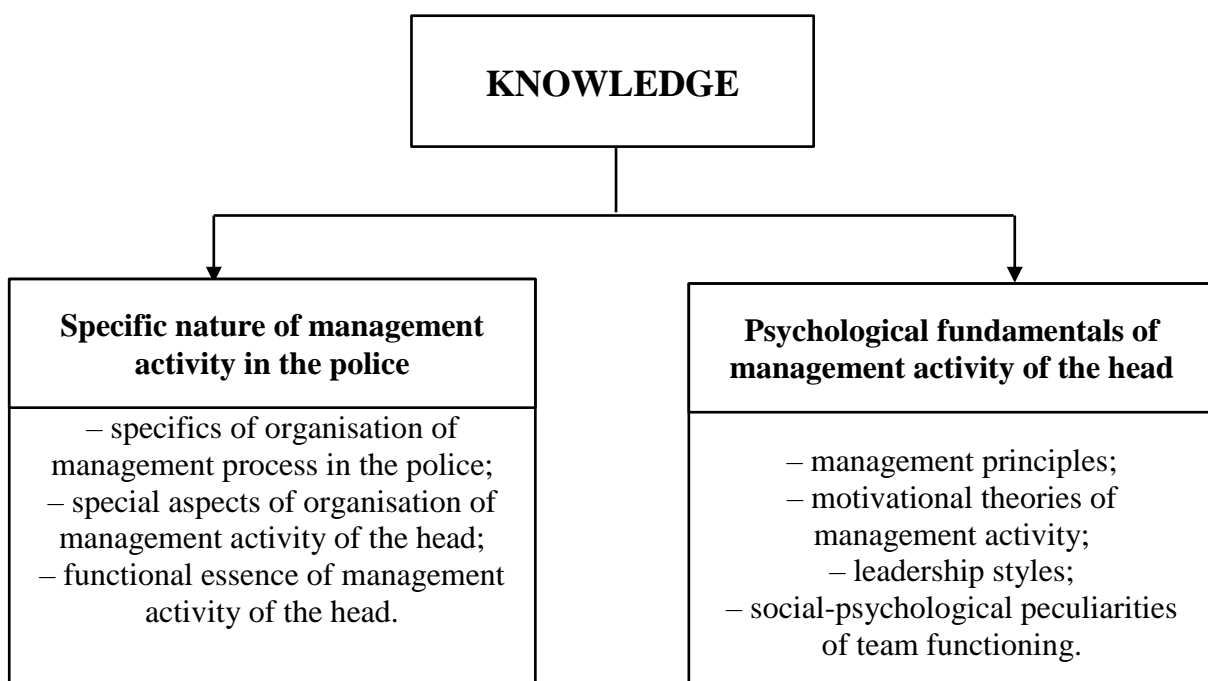
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                    ┌─────────────────────┐
                    │     KNOWLEDGE       │
                    └─────────────────────┘
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Specific nature of management activity in the police	Psychological fundamentals of management activity of the head
– specifics of organisation of management process in the police; – special aspects of organisation of management activity of the head; – functional essence of management activity of the head.	– management principles; – motivational theories of management activity; – leadership styles; – social-psychological peculiarities of team functioning.

**Fig. 2.4. The structure of the cognitive component
of professional management competence of head**

The structure of cognitive component of professional management competence of the head is represented in figure 2.4.

Functional-activity component is abilities oriented to head's skill to exercise managerial functions in the professional activity effectively. Compared to cognitive component, the functional-activity one is formed on the basis of the introduction of theoretical models into professional activity. It is obvious that it is not enough to have knowledge of the

motivational theories for the formation of the ability to motivate subordinates effectively, it is important to be able to use it in management activities.

Based on the classification of management functions, traditional for theory of management, the structure of functional-activity component of head's professional competence includes the following skills: planning of group and own activities; organization of joint activities of employees; motivation of the team for solving professional tasks; stimulation of subordinates to productive activities; control of the results of the joint activities of police officers (figure 2.5).
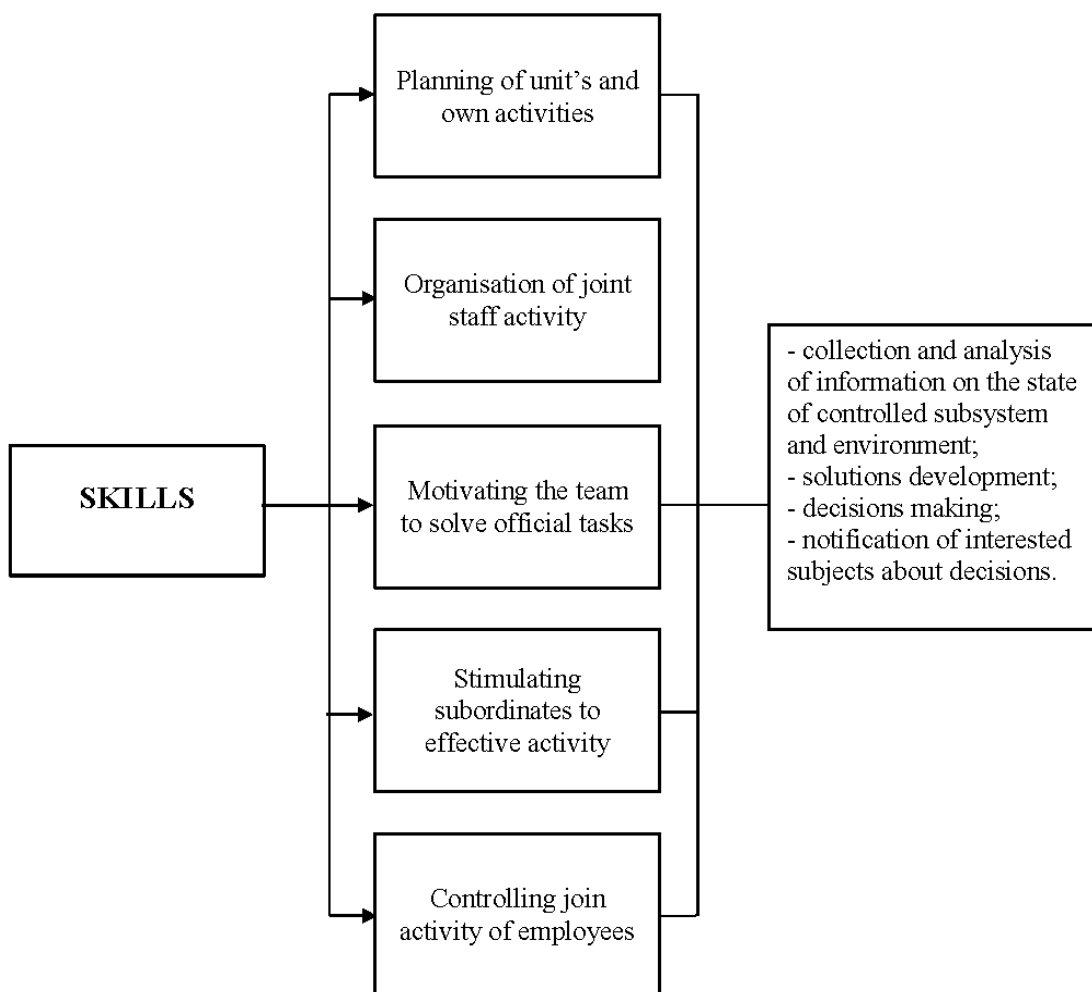

**Fig. 2.5. The structure of functional-activity component
of professional head competence**

The above skills allow head to exercise important functions for making managerial decision in the context of collection and analysis of information on the state of the controlled subsystem, the development and decisions making, bring them to the notice of the objects of management.

Thus, the model of professional management competence of the head of the police unit is in the form of a system of professional knowledge and skills, which ensure the effectiveness of the application of technologies of purposeful influence on the processes taking place in the formal organizational unit subordinated to the head create the necessary conditions for the solution of the tasks of the police unit.

1.2. Psychological methods for studying professional competence of a police manager

The study of the experience of developed foreign countries of the world shows that the procedure of investigation of the professional competence of police managers is a rather complex process which involves a number of socio-psychological methods, including CV study and job talk with a candidate (interview)[9]

CV study is usually performed in the express mode according to the following parameters: the last place of employment, education, age, knowledge of a foreign language, specialized computer programs, motives of professional activity, etc. CVs selected due to a quick review are studied in detail. Attention is drawn to the quality of basic and additional education, to the level of organizations where the candidate has worked or is working, to his achievements in the official activities. After a preliminary analysis of a CV, a candidate has a **job talk (interview)** during which data on his communicative abilities, the level of general education can be obtained. Such kind of scheduled job talk is called *structured interview*. The technology of structured interviews is widely used in the process of assessing staff and police heads, and this assessment is based on competency framework. As a rule, an interview is conducted when deciding on the recommendation of police officers for managerial posts of different levels. Moreover, the very structured interview is the main instrument for competency assessment. For this reason, it is essential to

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[9] Charlz M. T. Sovremennoe sostoianye y perspektyvы professyonalnoi podhotovky sotrudnykov polytsyy (mylytsyy) SShA y Rossyy. – Sankt-Peterburh: Aleteiia, 2000. – 198 s.

draw attention to studying professional suitability of the senior staff of the National Police of Ukraine.

We are going to consider the psychological methods and tools which are used in the process of studying police officers through structured job talk (interviews). During an interview, a police officer answers a variety of questions in a free format, which mainly relate to the experience in solving (overcoming) one or another official and life situations (problems). Based on the analysis of the content of his answers, a psychologist or HR manager, using a specific method, determines the availability and degree of development of one or other competencies essential for the effective performance of official activities in the person. In the case of proper application, the method of competency assessment is quite accurate and predictably valuable.

The technique of interviewing has many options depending on the purposes it is focused on. Its basis is to get an idea of policeman's competencies which include integral characteristics that determine his successful official behavior and personal qualities combining abilities, knowledge and skills. It is competencies which determine person's working efficiency in a particular position.

Experience shows that job talks and interviews with direct questions ("What can you do?", "What kind of work do you like most?", "What your qualities do you consider most important?" etc.) are often ineffective as people are not always able to present objective information. During interview many respondents seek to provide socially or contextually desired answers "decorating" the real state of affairs.

Well-formed interview is based on the suggestion that the most reliable basis for the findings is the information about person's real actions which he practiced in different conditions and situations but not his thoughts and suggestions about the qualities causing these actions. It is evident that dishonest employee can provide unreliable information about the real facts of his life (but a lie about events that really took place can be easily detected by means of psychophysiological methods for information fidelity assessment). In general, it should be noted that interviewing to assess competencies is a complex and time-consuming process that requires an interviewer with appropriate professional training and advanced communication skills. In addition, the very preparation of this

process and the preliminary construction of competency framework is also a complicated matter.

The main objective of an interview for competency assessment, or **behavioral interview,** is to find out detailed information on how an employee works out official functions in different situations. During this interview, a police officer does not evaluate his actions but just describes his behaviour, feelings and actions (relating to the competencies being studied) in different circumstances. Compared to common job talks, such an interview can be conducted by several interviewers, whose tasks, roles and functions are carefully planned in advance that makes the preparation of the interviews more complicated.

An interview aimed at identifying competencies consists of two stages: a) an introductory one where the necessary contact between the interlocutors is established and the general information about the employee and his activities is found; b) the main where questions of competencies are raised.

All questions are carefully planned and processed in advance in content that reflects their connection with the competencies that are being studied. It also reflects on the total number of questions and the sequence of their presentation. In addition, temporal factor also plays important role. As practice shows, getting detailed answer to a well-formulated question is from 5 to 10 minutes. The interview is thoroughly documented in a mandatory manner using any means – from recording in the notebook to high-quality audio and video recording.

The variability of situations of police official activities creates a large number of different competencies necessary for success of these types of activities. In addition, it is necessary to use professional set of critical competencies, which are called competency frameworks in personnel practice, for every type. It is clear that there are a large number of such frameworks. Therefore, in each specific case, or more specifically in the case of competency assessing of each particular employee, it must concern a specific framework of competencies according to the post and relevant competencies that form the content of the framework.

As an example, we consider the post of head of the police unit for which competency framework for successful activity has been developed.

As researches showed, it is important for the head of police unit to have four key competencies (in fact, depending on the complexity of the

work and the conditions in which it is carried out, there may be more): planning and control; decision making and responsibility; team work and personnel motivation; stress tolerance. To assess the availability and degree of development of the competencies of the candidate for the position of head of the police unit, the following questions can be prepared for the interview.

Introductory stage. Describe the activities in your post", "What tasks does your post solve?", "What specific functions do you perform?"; 2) "What do you do best in work?", "What do you think, due to which skills and abilities do you succeed in it?", "Where don't you always succeed?", "What are the reasons for this?"; 3) "What specific difficulties do you have in your work?", "Give examples how you overcome these difficulties".

Main stage.

1. *"Planning and control"*. 1) "Tell us, how do you manage large volumes of work?", "What do you usually start work with?", "What do you do to ensure timeliness and adequate level in carrying out tasks?", "What does usually impede you to perform your work?"; 2) "Have you had situations when you had to perform rush work within short timeframes? Give an example", "What did you help to cope with this work?", "What conclusions did you do for yourself?"; 3) "Describe a specific recent case where you have not been able to do work in time", "What have been the reasons?", "What is your personal responsibility for breaking the deadlines?", "What specific actions have you made in order to overcome the situation at hand?"; 4) "Even the best employees (heads) sometimes miss the essential elements in planning. Did you have some mistakes in planning? Give an example.", "What were the consequences?", "How did you rectify the situation and what was the result?".

2. *"Making decisions and responsibility"*. 1) "What sort of decision do you usually have to take?", "What do you rely on when deciding?", "What difficulties do you face when deciding?" Give examples"; 2) "What decisions are easiest for you? Why?", "And what decisions are the most difficult for you? Why?", "Did you have to take difficult decisions? Give an example"; 3) "What is necessary to make correct decisions?", "Give examples of correct decisions from your experience", "And give examples of wrong decisions", "What were their consequences?"; 4) "Give an example when you had to act absolutely independently in an unusual situation", "What decisions did you have to take then?", "What was the

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result?"; 5) "Give an example from a recent past when you have did beyond the call of duty", "Why have you done it?", "How did your seniors and colleagues take your initiative?".

3. *"Team work and motivating".* 1) "How do you assess the psychological climate and atmosphere in your team in general?", 2) "Do you being asked for help, advice or support of a colleague? How often?", "Why do they do it? Give examples", "Do you provide them with real help?"; 3) "What conflict situations did you face in a team?", "How did resolve these conflicts?", "Did you actively participate in it?"; 4) How do you act if you are not satisfied with work of your colleague or subordinate? Give an example"; 5) "What is an ideal leader in your opinion?", "What methods do you use to motivate your colleagues and employees? Give an example".

4. *"Stress tolerance".* 1) "Did you had any crisis situations in the past where you had to make decisions and act?", "What was the cause of the crisis?", "What did you do to overcome it?", "What feelings did you experience during this period?"; 2) "Did you have serious failures? Give an example, tell me what happened, and how did you react to it?", "How did surrounding people treat you during this period?"; 3) "Describe an official situation which caused your negative reaction", "How did you resolve this situation?", "How did your colleagues react to it?"; 4) "Did you have to show persistence and patience to overcome the undesirable situation? Give an example", "What was the reason for the resistance to solving the situation?", "How did you manage to overcome it and what was the result?; 5) "Give an example of a situation when you had to maintain your own position on a particular issue. How did you feel then?", "What arguments and techniques did you use?".

On the basis of analogy, one can elaborate questions towards any other competencies essential to police officers, for example, "influence on subordinates", "fence-mending", "interpersonal understanding", "analytical thinking", "innovation and creativity" etc. Competency-based interview is carried out observing the requirement of "linguistic domination" of interviewee, that is, questions and comments of the interviewer should be no more than 15–20% of the time. The rest of the time should be taken for the employee's answers, his narration and explanations.

Analysis of the information obtained during the structured interview should be implemented by an expert group. The scope and depth of the analysis depend on the tasks. In the process of analysis, initially, it is marked clear "behavioural examples" in the statements of the person under review, then their differentiation with respect to "positive" and "negative" is implemented. The positive and negative examples are classified according to the competencies under study and then they are estimated quantitatively (usually according to five-point grading scale) in relation to one or another competency. Ultimately, the data is summarised and the final conclusions are formulated.

It is important to turn attention to the main principles for the construction of structured interview taking into account analysis of non-verbal features. Numerous researches show that there are obvious differences between the effective and ineffective way of conducting a job talk in the form of a structured interview (if the quality of obtained information is a basis) caused by behavioural tactics of the interviewer. The difference lies in the fact that a well-acting interviewer puts predominantly wide-range questions stimulating an interviewee to talk most of the interview time. In the case of an improperly organized interview, the interviewer predominantly speaks and puts forward mostly direct, narrow-minded and quite often guiding questions.

It is established that during an unprofessional structured interview, there are three main *types of common mistakes*: a) the interviewer often interrupts the interlocutor in the process of informing him without the need; b) the respondent is offered extremely large number of narrow-minded and guiding questions (narrow-minded, specific questions are less valuable in terms of obtaining information than broad-based ones, especially when they are raised too often since they cause less detailed answers); c) the sequence of questions is often thought-out in advance, it does not take into account the state and peculiarities of the thinking processes of the respondent. There are often awkward and unexpected questions impeding the normal performance of memory and information retrieval.

A kind of interview called *"cognitive interview"* is conducted using the following principles and techniques:

1) *similarity of the situation of the real event and the interview*. Human memory is improved when in the process of interviewing the

general psychological environment is approximate to the situation that took place during this real event. Therefore, the interviewer should try to restore all possible external attributes of the event (including the situation, weather conditions, emotional experiences, and concomitant thoughts) in memory of the interlocutor;

2) *focused nature of information reproduction.* Reproduction of memorial content, like any mental activity, requires some concentration of effort. Therefore, the interviewer should continuously help the respondent focus his efforts on recollecting the relevant information. Any factors that may distract attention and interfere with this process (external noise, frequent interruptions, etc.), impair the memory performance towards information retrieval;

3) *extensity of reproduction.* In general, the more attempts are made by the respondent to reproduce a specific episode the more substantial information he reproduces. Therefore, it must be constantly encouraged to make as many attempts as possible to recall a certain event. Due to failed attempt many interviewees give up recalling, thus, it is important that the interviewer constantly stimulates attempts to recall the event, even if the interviewer states that he doesn't remember anything;

4) *adjustment of questions to the interlocutor.* Successful reproduction of some details from memory partly depends on the extent to which the content of the questions and the form in which they are presented correspond to the specific memory characteristic of a particular person. Therefore, it is important that the interviewer adjusts his questions to the interviewee as much as possible. Any unified method of questioning consolidated for different people will never be an effective stimulant for their memory, although it can formally simplify conversation procedure. Flexible interview methodology in the process of which the style and focus of interrogation vary in accordance with the psychophysiological features of a particular person is more effective.

It is expedient to ask the interviewee to express the essence of facts and events of interviewer interest in free form but, before, he should be provided with the following instructions: 1) reproduction of circumstances: "Try to reproduce the environment surrounding the event of our interests in memory. Describe the premises, illumination, weather conditions, smells, objects and people in the vicinity. Remember your feelings and emotional experience. In the process of narration, try to cast mind back to the scene";

2) details presentation: "Sometimes people do not give all information of interest because they do not consider it to be important. Please do not try to sort information by relevance independently. Do not miss any detail. Describe all details, even the least important in your opinion"; 3) order change: "It is generally believed that the chronological sequence of the presentation is most convenient. However, try to tell everything in a different order. For example, start with what you think was the most striking and most important, and move in the story from that point through time back and forth"; 4) perspective change: "Try to state a situation of our interest from different standpoints. Imagine yourself in shoes of other participants and try to reproduce it again as they could see and hear all of those things".

Most researchers agree that the more accurately spatial-temporal context of events is reproduced in the process of interviewing, the more accurate and fuller the memories are. The imagine transference of a person in the described situation improves information recollection.

It stands to mention that during the conversation it can be used a number of ***specific questions***, which after completing the free description, will help to improve the recall and specification of individual elements of the communicated information. The areas covered by these issues include as follows: a) *description of physical characteristics* ("Try to remember, does the person you describe remind someone? If so, think and say why". "Can you mark something unusual in his/her appearance?); b) *names* ("If you cannot remember the name, try to reproduce its first letter at least. Then try to remember the number of letters or vowels in that name"); c) *numbers* ("Was the number large or small?", "What was an approximate number of digits in it?"); d) *speech peculiarities* ("Remember, was the voice similar to someone else? If it was, think and say why", "Was anything unusual in the voice?"); e) *content of conversations* ("Remember your reaction to interlocutor's words. How did present company react to them?", "Was anything unusual in words?").

1.3. Study of professional-psychological characteristics of a manager

In order to study *professional-psychological characteristics* of a head, the psychological tools for conducting a competition for senior positions in the police are additionally used. The research showed that in order to

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evaluate the intellectual components of managerial skills it is expedient to use the following psychological tools.

Intelligent Structure Test, 2000R, made by R. Amthauer. The test is used to assess the level of the intellectual development of people aged 13 to 60 years with the aim of differential candidates' selection for different types of professional orientation and professional selection. The test diagnoses the verbal and nonverbal components of intelligence, in particular verbal, calculating-mathematical, spatial, and mnemonic; it is based on the idea of Ch. Spearman on the presence of general intelligence factor (G) and a number of specific factors. The test presented by R. Amthauer in 1953 (revised in 1973) and it is still one of the most valid and reliable methods for studying the level and structure of intellect. The test consists of 9 sub-tests.

In total, R. Amthauer test has 176 tasks for interviewees. The test duration is 90 minutes. When calculating "raw" grades (except for the 4th subtest), the correct response is assessed at 1 point. Sum of primary scores for all subtasks is the general estimate of intelligence level. The profile is analyzed separately. R. Amthauer suggests that if an interviewee obtains the highest results in the first four subtests, he/she has developed "theoretical abilities". In the case when the results are better for the last five subtests – "practical abilities" prevail. According to R. Amthauer, correlations with academic success – 0,46; with expert estimates of intelligence level – 0.62.

Guildford Unusual Using Test (adaptation of V.I. Bark. V.G. Pank, S.V. Lazarevsky) allows assessing the level of human creativity based on parameters of mental speed, flexibility and originality of the verbal creative process. Studies confirmed the high reliability of the test (0,73–0,79) and validity on the criteria for creative activity, although the indicators of the latter vary depending on the type of creative activity.

Divergent thinking test "Unusual thinking" is developed on the basis of J. Guildford ideas and designed for people aged 12 years. Test duration is 6 minutes. The task of the test is to make up as many as possible different (including unusual) ways for using ordinary object, and write them down. After the test, the results are evaluated using a key that allows determining the level of speed, flexibility and originality of the divergent thinking of the respondents by categories, subcategories and specifics.

Bar-On Emotional Quotient Inventory. It was developed by a clinical psychologist R. Bar-On in 1996. There is EQ coefficient of emotional intelligence (EI) according to IQ scale. In opinion of R. Bar-On, EI is a set of non-cognitive knowledge and skills which affect the ability to cope with the requirements and pressure of society successfully.

The inventory assesses five main components of EI: *intrapersonal* (self-esteem), *interpersonal* (compassion, responsibility), adaptability (the ability to adjust own emotions to changing conditions), *self-management* (stress tolerance), and *general mood* (optimism level).

CONCLUSIONS

Researches showed that the use of the above psychological tools and methods for studying the professional competence of a police officer increases the quality and quantity of useful information obtained from a frank interlocutor. At the same time, under such conditions, the quality of information presented by an insincere employee is greatly declined and accompanied by a significant number of non-verbal features that allow identifying the statements as false with confidence. Thus, the essence of the above methods using for attention activation and stimulating the memory of a person in the process of studying the components of professional competence (in particular, in the form of a structured interview) lies in the differential influence on the speech-mental processes of the interlocutor. They contribute to improving and facilitating the recollection of the necessary information of a sincere person and intensify the complications associated with the presentation of a detailed "legend" and lead to non-verbal psycho-physiological features of the insincerity of a play actor. For this reason, the use of psychological tools for verifying professional competence and ability of a police manager to carry out the activity in the context of running competition for a senior position of a police employee is an important focus in improving the system of executive staff recruitment for law enforcement agencies of the state.

SUMMARY

The article deals with modern approaches to the comprehension of professional competence and competencies of managers of police units, reveals their essence and structure. It presents the main components of professional competence of a police manager – planning and control,

decisions making and responsibility, team work and motivating, stress tolerance, as well as marks psychological tools for studying the level and structure of professional competencies – structured interview, CV assessment, use of psycho-diagnostic methods etc.

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CHAPTER 2
PSYCHOLOGY OF PROFESSIONAL ACTIVITIES
OF CRIMINAL POLICE OFFICERS

Verbenskyi M. H.

INTRODUCTION

Under the modern conditions when scientific-technical progress is actively developing, and changes in all life spheres take place, "human factor", humanization of labour and improvement of its productivity have become of great importance. It requires that chiefs, managers, psychologists organize deep knowledge in patterns of the functioning of the psyche of the employee personality, his/her capabilities, various socio-psychological phenomena of the team and their rational use in professional activities. Such discipline as psychology of professional activity deals with the peculiarities of studying and improving the effectiveness of professional performance.

Psychology of professional activity is a branch of psychology that studies psychological patterns united by common interests and goals of people in the process of professional activity one of the tasks of which is to study psychological bases of professional selection, appraisal and labour adaptation of workers[1].

At the stage of formation and updating of the law-enforcement system of Ukraine, the selection of a new staff of the National Police is of crucial importance. The society expects not only control of the observance of law and order but also honesty, justice, reliability, responsible attitude towards the fulfillment of professional duties from the police. It is interesting to note that a policeman should be an example of legal culture and have responsible attitude to serve society "... by ensuring the protection of human rights and freedoms, combating crime, maintaining public safety and order ..."[2].

According to the Law of Ukraine "On the National Police" and other legal acts of Ukraine, criminal police, which exercises a range of the most

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[1] Psykholohiia profesiinoi diialnosti ta psykholohichna diahnostyka orhanizatsii:kurs lektsii dlia studentiv dennoi i zaochnoi form navchannia spetsialnosti 053 «Psykholohiia», stupin «Mahistr», / ukladach O. S. Yurkov. – Mukachevo: MDU, 2017. – 116 s.

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important law-enforcement tasks, is a part of the National Police[3]. Thus, criminal investigation (criminal police) officer:

– carries out the corresponding tasks and functions in one of the areas of activity of the structural unit of criminal police;

– takes a direct part in practical measures of response to the detection of criminal activities according to the focus of the structural unit;

– conducts operative investigation activity in the territory maintained by a structural unit and also participates in carrying out operative combinations in operative-investigation cases and carries out measures focused on improving operative investigation activity, upgrading of its quality;

– performs intelligence measures in the criminal environment to detect the acting criminal elements in the served territory;

– collects information on the detection of criminal activity in the line of activity of a structural unit in the served territory;

– is a member of operation team, which operates in line with one of the focus areas of combating criminal activity, according to the order of chief of the structural unit;

– makes cases of criminal records in accordance with relevant types of criminal activity in the territory of service and keeps records based on the results of operation investigation activities;

– maintains interaction with investigative bodies, provides operative support of criminal proceedings before their consideration in court and bringing the perpetrators to responsibility;

– makes proposals on the protection of victims, witnesses and trial participants to senior executives;

– contributes to the reimbursement of losses caused by the criminal activity to the state, individuals and legal entities;

– carries out activity on adherence to the principles of legality, discipline, secrecy order;

– performs appropriate tasks and functions for the prevention, timely detection and cessation of general criminal offenses, disclosure of causes and conditions contributing to the commission of such kinds of offenses, carries out their prevention;

– takes measures for the detection of criminal offenses; breaks off detected criminal offenses;

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[3] Pro Natsionalnu politsiiu [Elektronnyi resurs]: Zakon Ukrainy vid 2 lyp. 2015 r. № 580-VIII. – Rezhym dostupu: zakon3.rada.gov.ua/laws/show/580-19.

– takes measures aimed at eliminating risks to life and health of natural persons and public security, which were caused by criminal offence;

– provides timely response to applications and notifications on criminal offenses or events, conducts investigative and secret investigation (search) actions in criminal proceedings under the written instruction of the investigator, prosecutor. While exercising instructions of the investigator, prosecutor, he/she uses the investigator's powers. At the same time, he/she is not empowered to take procedural actions in the criminal proceeding on his/her own initiative or to file a motion to investigating judge or prosecutor (Part 2 of Art. 41 of the CPC);

– takes necessary operative investigation measures, fulfills written assignments of investigator, instructions of prosecutor and decisions of investigating judge about conducting of secret investigative-search actions, request of authorised government bodies, establishments and organisations within his/her powers according to the laws which are a legal basis of police, operative-investigation and procedural activities;

– provides security, with the involvement of other units, of officials of court and law-enforcement bodies, persons who render assistance, contribute to operative investigation activity, persons who take part in the criminal proceeding, their family members and close relatives;

– complies with the request, within his/her competence, of law-enforcement bodies of other countries or international law-enforcement organisations in accordance with the legislation of Ukraine, as well with constituent acts and rules of the international law-enforcement organisations where Ukraine is a member;

– searches for persons who hide out from the preliminary investigation bodies, investigating judge, court, evade fulfillment of criminal punishment, the missing and other persons in cases specified by law;

– detects and records facts of illegal actions;

– identifies a person for unknown dead body;

– informs relevant state bodies about the facts and data indicating a security threat of the society and the state as well as about violations of the legislation related to the official activities of officers;

– cooperates with other criminal police officers, investigators, policemen and officials of other law-enforcement bodies, including relevant agencies of foreign states and international anti-terrorism organisations, in order to prevent, determine and cease legal offences promptly and fully;

– takes all possible measures to provide urgent (including premedical) assistance to persons who have suffered due to criminal offenses, accidents, as well as to persons who have been in a situation dangerous to their lives or health;

– takes measures to determine the personal data of persons who are not able to report information about themselves due to health condition, age or other circumstances;

– takes measures in order to prevent delinquency and suchlike.

Criminal investigation (criminal police) official also exercises other tasks defined by the legal acts regulating activities of the National Police, operative-investigation and procedural activities.

Operative-investigation activity is a basis of official activity of the criminal police units; thus, functional obligations of the criminal police officer are to carry out operative-investigation activities, which are performed publicly and in secret through conducting operative-investigation activities to protect life, health, human rights and freedoms, property, society and the state from criminal encroachments.

The criminal police officer *conducts his/her activities on the principles* of the rule of law, observance of human rights and freedoms, legality, openness and transparency, political neutrality.

The criminal police officer *is guided* in his/her activities by: the Constitution of Ukraine, the Criminal Procedural Code of Ukraine, the Code of Ukraine on Administrative Offenses, the Criminal Executive Code of Ukraine, the Laws of Ukraine "On the National Police", "On Operative Investigation Activity", in accordance with the Instruction on the Organization of Operative Investigation Activities of the Operations Units of the National Police of Ukraine (approved by the order of the Ministry of Internal Affairs), the Regulations on the Department of Criminal Investigation of the National Police of Ukraine, other legislative acts and job descriptions.

Operational investigation activity (OIA) is the basis of the official activity of the units of the Criminal Police; in addition to the use of special legal, criminological and forensic knowledge, it involves the mandatory taking into account modern advances in psychological science. A modern employee of a criminal police unit should be able to deal with information on objects of operation focus, has a complex of professionally important communicative qualities, be able to establish relationships with all strata of

the social environment, be a reference person with deep knowledge, understanding of people, attractive image and characterological features depending on the situation.

The use of psychological knowledge in operation-investigation activities has long attracted interest both of theoretical researchers and employees of the units of the criminal police. Analysis of research papers in legal psychology, labour psychology, and social psychology shows that the issues of psychological support of professional activities of the criminal police units have always been of interest of domestic and foreign scholars. D. O. Aleksandrov, O. M. Bandurka, B. I. Baranenko, V. I. Barko, V. D. Bernaz, O. F. Dolzhenkov, L. I. Kazmirenko, Ya. Yu. Kondratiev, V. S. Medviediev, D. Y. Nykyforchuk, I. M. Okhrimenko, Ye. V. Ryzhkov, S. I. Yakovenko, D. Bafkin, D. Garland, S. Koll, S. Owen, S. Housman, K. Hayes dealt with the topic under consideration.

It can be concluded that officials of the criminal police carry out professional activities in complicated and, sometimes, in special and extreme conditions. Functional duties of an official of the operational units of the criminal police consist in realising operative-investigation activity, which is carried out publicly and secretly through conducting operative-investigation measures focused on the protection of life, health, human rights and freedoms, property, security of society and the state from criminal encroachments.

It is obvious that the performance of official duties by a policeman requires legal, psychological-pedagogical knowledge, many special skills, as well as a number of professionally important individually-psychological qualities (psychophysiological, intellectual, motivational, characterological, emotional-volitional).

2.1. The basic requirements of the profession
for knowledge and skills of a criminal police officer

Research shows that a policeman primarily must have the appropriate legal background, knowledge of criminal law and process, departmental and international statutory documents regulating observance of human rights (orders, decrees, instructions, etc.); he/she establishes cooperation with agencies and units of the Security Service, the prosecutor's office, organises information flow, record keeping, report on work performed and its control.

An expert must also have psychological knowledge and skills that will help him/her to communicate with citizens, interrogate offenders and events witnesses, prevent and resolve conflicts, influence people in conditions of crowds and mass riots, contact with colleagues in different areas (patrol police, guard police, special police, etc.), offset the negative impact of stress factors, etc.

In addition to the legal and psychological knowledge and skills, a police officer should have additional information about the operational situation and the location of squads, representatives of non-governmental organisations for the protection of law and order; the descriptive information about persons, vehicles and property which are on the wanted list; places of mass gathering of anti-social elements, most expectable for crimes commission; persons discharged from imprisonment; location of the most important objects of state authorities and administration in the region, fire-fighting unit, dormitories, enterprises, organisations and institutions, etc.; the location of streets, lanes, courtyards, squares, and such like adjacent to the route.

There are several components of the professional activity of the crime police officials in literature:

1. Interpersonal communication. This component includes interrogation of witnesses, victims, suspects, convicts, interviews with experts, and work with confidential and other information sources. Communicative components account for up to 40% of work hours of a police officer.

2. Operative investigation measures. This component composes 35 % of work hours of a police officer, including: searches (14%), visits to the scene of the crime (6%), visits for arrest (15%). Policemen of some operation units spent much of working time (60%) for an active surveillance.

3. Paper work. This component takes 27% of working time on average.

2.2. Psychological characteristics of the professional activity of the criminal police units

Many scholars have conducted generalization of characteristics of modern police activities, and own research allows summarizing it's the main psychological features, which distinguish it among other types of professional activity. They include:

– focus on ensuring the rule of law and observance of human rights;

– the need to make prompt decisions and have a high responsibility for them;

– official powers;

– emotional intenseness and tension, psychophysical stress;

– the availability of organisational and extreme factors;

– specific nature of objects of professional activity;

– tolerance to uncertain situations;

– importance of leadership and team work of units;

– taking into account the gender characteristics of the police;

– humanistic orientation of activity.

– The profession of a policeman is among the complex ones, which require of a person certain abilities, psychological qualities, skills. Thus, a professional – a criminal police officer – must have:

– high psychophysiological endurance and performance associated with the lack of fixed working hours: the length of working time significantly exceeds the established standards: often the police work without days off, and cases of night work are not uncommon;

– advanced attention (stability, ability for rapid switching, concentration, distribution) as criminal police official has to shadow an object, wait, accompany him/her for a long time; the ability to notice barely visible changes in the surveillance object;

– a stable nervous system due to the need to resists a significant emotional stress, overcome the sense of fear, insecurity, uncertainty, high lability of the nervous processes and reaction to the movable object, good physical coordination, high rate of movements, to act quickly in the context of time shortage;

– developed visual and acoustic sensory systems, good eye, sound localization in space;

– advanced intelligence (verbal, nonverbal, crystallized, free, emotional);

– formed mental processes of analysis and synthesis, induction and deduction, ability to generate new ideas, associations, divergent thinking, ability to sum up, classify, generalize;

– various communicative qualities: the ability to prepossess people for communication; to establish contacts with the right people of interest quickly, the ability to find the optimal form and "position" of communication, the ability to persuade the opponent, "manipulate" the interlocutor, defend own point of view;

– conversation;

– emotional and volitional qualities: the ability to take responsibility in difficult situations, evaluate own strengths and capabilities objectively, overcome difficulties, ability to "keep his head" in conflict situations, act decisively and boldly at the moments of danger; in addition, the police officer must be good at role transformation, linguistic ingenuity, concealment of intentions for a successful performance of the duties. Criminal police employee is characterised by personal characteristics such as independence, activity, courage, readiness for reasonable risk, dominance, extraversion, aggressiveness, initiative, perseverance, optimism.

According to scholars', operational activity of employees of the criminal police units is among "critical" kinds of activity which are performed under extreme conditions. The activity of the criminal police unit is characterised by psychological special aspects, which are mainly specific for operative work, the combination of which leads to their uniqueness, in particular:

– active opposition to the criminal environment and "near the criminal" infrastructure;

– secrecy of a significant part of operative-investigation measures;

– interested and, generally, coercive nature of most types of communication in operative investigation activities;

– the need for conspiracy of behaviour, modes of behaviour, social roles and true psycho-emotional states of the subjects of operative and investigation activities.

In view of the results of functional analysis of operative-official activities of the criminal police units, scholars propose the classification of measures of OIA.

The first block of operative investigation measures includes ones that have a clearly defined subject matter and aimed at the direct acquisition and recording of factual evidence of criminal acts.

The second block includes measures focused on the search and acquisition of data, which is of operative investigation interest, from different sources.

Domestic scholars think that in the sphere of operative investigation activity, constant opposition to the crime environment is a specific feature distinguishing OIA among other activities. In addition, compared to other types of operative-official activity in the police, operative investigation activity provides for a direct contact with lawbreakers under informal (not covered by the legislation) circumstances.

For the purpose of job study of the specifics of the activities of police units of the criminal police, it is used methods of observation, questionnaire, survey of experts, and testing. For more in-depth study of characterological traits, it is used L. Sobchik's adapted version of MMPI – Standardized Method of Personality Research (SMPR).

An analysis of the average person's profile of the "successful" officer of the criminal police allows characterizing employees as people with a sthenic reaction type, high activity and high level of purposefulness, vivid emotional reactions, which, at the same time, are sufficiently controlled. The characteristics of the professionals are leadership style of behaviour, the capacity for risk under the expressed stress tolerance.

Integrative assessment of personality profile according to SMPR allows attributing profile type to a lineal one in the range from 40 to 65–70 T-points. The principal peaks in the profile are scales no. 4, 6 and 9 that allows one to describe a person in the context of characteristics of the predominance of stimulating features and the intensity of the nervous processes.

A modest rise of these scales in the profile indicates a pronounced tendency towards self-realization and counteraction to the impact of environment. An employee of the police unit of criminal police is characterized by persistent characterological features: extraversion, spontaneity, aggressiveness, impulsivity. Such features are characteristic for individuals with a strong type of higher nervous activity, a high level of lability of nervous processes.

In interpersonal relations, they are characterized as responsible, authoritative, leadership, independent persons; sociability and interpersonal skills are peculiar for them. However, the profile of criminal police employee has a slight increase in his configuration on scales 1 and 3 that indicates the ability to control the manifestations of impulsivity.

Analysis of research results allows concluding "successful" police officers have the following variations of profile types:

a) there is an increase on the scales 4 and 9. Such persons are characterised by some degree of impulsiveness, a steady tendency to risk and a search for danger, they are brave, courageous and aggressive. In interrelations, they are irritable, choleric, feel insufficient social conformity and have lower self-control;

b) the scales 6 and 9 are fixed as the leading ones. The tendency to the leadership, activity, insistence, expediency takes center stage in the character of such persons. They are self-consistent and ambitious.

c) personal profile is characterized by leading scales 4, 7 and 9. Policemen are characterized by the balance of sthenic and egocentric characteristics; they show a high level of aspirations and motivation, sociability;

d) scales 3 and 9 are leading in the profile. Inflated self-esteem, ignoring difficulties, significant but unorganized activity, selfishness, enthusiasm, the ability to sustained efforts and increase of performance efficiency when other people are around are peculiar to character of such persons.

Data averaging by the method of SMPR allowed determining the personal characteristics of the profession group. Thus, the availability of the leading scale 9 is a distinctive feature for 70% of the profiles (in different combinations with other scales), the scale 9 does not dominate in 16% of interviewees, while the leading ones are other scales – mainly No 1, 3, 6. Scales No 2, 8, 0 hold leading positions in 14% of interviewees' profiles that is non-typical for the group.

Researches of foreign psychologists have made it possible to establish that persons who have the following features are the most qualified for the service in criminal police units:

– satisfaction with the somatic condition, lack of a tendency to complain about health;
– active critical attitude to the statements of others:
– distrustfulness;
– extraversion and spontaneity;
– attention and interest in current political events;
– lack of common fears (darkness, altitude, etc.);
– emotional balance;
– self-confidence and self-reliance;
– lack of situational and personal anxiety;
– confidence in the great social significance of police activity;
– social extravert nature;
– interest in life;
– some mystery of character.

Research data makes it possible to include some additional qualities into the list of general professionally important qualities for police officers, as follows:

– drive to high individual standards;
– denial of privileges and patronage;
– high-level sense of justice and duty;
– expressed self-esteem;
– moderate sensitivity to the reactions of others;
– lack of need for dependence;
– freedom from somatic discomfort;
– ability to show leadership features;
– optimism, confidence in coping with problems and stresses.

Table 1 provides recommended test parameters of SMPR for applicants for posts of criminal police staff. Strength and lability of the nervous processes are among professional important qualities of criminal police staff. It is found out that several types of profiles are specific to successfully operating policemen.

Table 1

**Test values of SMPR for vocational selection of staff
for the criminal police units**

	Indicator value					
Acceptable maximum	Scales position is not above 70 T–points					
Correction optimum	up to 60 T-points; value K–F is less than 17 poor points					
Acceptable values of scales and correction	up to 65 T-points; value K–F = 17 poor points					
Leading scales	9 and 4	9 and 6	9 and 3	9 and 7	1 and 3	1 and 4
Optimal values of a leading scale (T-points)	62-68 54-59	62-67 50-55	60-65 55-60	60-65 55-60	55-60 54-58	55-60 50-55
Possible values of a leading scale (T–points)	up to 70 up to 63	up to 70 up to 60	up to 68 up to 63	up to 70 up to 63	up to 63 up to 59	up to 63 up to 60
Acceptable profile position	Profile is not above 63 T–points					
Isolated spike on-scale 9 is possible up to 70 T–points						

Approximately half (55%) of the interviewees showed a medium-high type of higher nervous activity (HNA). Such a type is characterised by a) a high tempo of touches during the first 10 seconds and a moderate decrease in tempo in the last 5 seconds of the tapping test; or b) stable tempo of touches during the action period. Almost a third part (30%) has a strong type of GDI, as evidenced by the "convex" type of the curve with an increase in touches tempo in the intervals of 6–10 and 11–15 seconds and drop to the baseline level in the last 5 seconds of the tapping test. About 10% of the surveyed employees demonstrated a profile peculiar to the middle-weak nervous system (initially the rate decreases then it increases and decreases again) and only 5% of the respondents have a weak nervous system, as evidenced by a continuous sharp decrease in tapping rate over time.

Lability of the nervous processes in the CNS is defined through calculating number of touches during the first 10 seconds. Thus, it was obtained the following data (table 2).

Table 2

Indicators of labile nervous system based on the results of the finger tapping test

Point	Number	Number of persons (%)
5	> 70	31
4	64-69	36
3	60-63	22
2	58-59	6
1	< 58	5

The table shows that majority of policemen have good and excellent indicators of lability of nervous processes (67% of interviewees got 4 and 5 points), and only 11% of employees have a low lability (1 and 2 points). The obtained data strongly confirms the importance of indicators of internsity and lability of the nervous system for the successful professional activity of the employees of criminal police.

2.3. Motivation of professional choice

The study of motives for profession selection of the police officers was based on restricted questionnaire that is a modified variation of

"Motivation of professional selection" (H. Bovin, N. I. Miahkykh)[4]. The analysis of the obtained data shows that majority of the surveyed persons is characterized by a poly-motivated profession selection.

Motives and values related to personal self-fulfillment are is uppermost in order of importance: interest in police career caused, in turn, by the emotional and volitional needs of the individual in seeking new experiences, risk, adrenaline rush, the desire to "prove yourself", "to realize their own abilities, to master a "courageous" profession, to learn to overcome the danger and difficulties, realize own potential, increase self-esteem. 36% of the interviewed experts have similar motives as the main ones in their responses.

Group of motives which can be united by the term "drive for communication" is the second in order of importance. A large part of the surveyed officials (25%) prioritize such values as a desire to work with people, to win in situations of "rivalry", "conflict", struggle with the enemy; the desire to "dominate" over an opponent, lead, gain recognition from other people.

The third place in terms of frequencies of mention belongs to socially significant motives, such as the desire to take an active part in the fight against crime, to make a positive contribution to people and the country by virtue of professional activity, to improve the operation of law enforcement bodies, etc. Those sorts of motives prevail in the responses of 15% of surveyed policemen.

Motives related to utilitarian values, such as the desire to official uniform, carry weapons, have stable income, to receive benefits of the police officer, take up the fourth place. The motives are peculiar to 14% of the surveyed officials.

The last place belongs to the motives that are not related to the specifics of police activities: the desire to solve difficult economic and real-life situations, unemployment, and dissatisfaction with previous work. Such motives for profession choice are typical for 10% of respondents.

Thus, values and needs associated with personal self-actualization, the desire to realize their potential and capabilities, to be a person one can and should be, take the most significant role among the motives of professional identity. Some researchers believe that self-actualization drive is one of the

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[4] Psikhologicheskoe obespechenie deyatel'nosti organov vnutrennikh del v ekstremal'nykh usloviyakh: metodicheskoe posobie. – M.: TsShchKP MVD Rossii, 2001. – 224 s.

indicators of motivational maturity for service in criminal police. Self-actualization is associated with activities under the conditions of danger, struggle and risk, active communication in specific situations.

Level of personal self-actualization can be identified by virtue of Self-Actualization Test (SAT, Yu. Aloshyn, L. Hozman) or Personal Orientation Inventory (POI, Johnson-Krendl).

Studies show that successful police officers are mainly characterized by a high and very high level of self-actualization, which is determined on the basis of POI (table 3).

Table 3

Respondents' distribution according to self-actualization

Level	Response percentage (%)
Very high	32
High	40
Medium	18
Low	10
Very low	-

The level of self-actualization and the degree of professionalism (according to expert eveluation) are united by the significant coefficients of the Kendall's and Spearman's rank correlation (r = 0.48-0.60, p <0.01). Thus, the level of self-actualization can be considered as an additional indicator of individual maturity for professional activities in criminal police.

Table 4 includes the main motivational factors of professional choice of operation units' employees. The data was obtained during police surveying, and rating points were marked depending on the structure of the value orientations of a particular person.

Based on the table data, most criminal police employees are characterised by in-depth motives of profession choice which are connected with self-development and education, realisation of cognitive and professional interests. The most rating points were for the desire to study (8.38), the desire to succeed in police career (7.85), an opportunity to obtain education (7.37), to have a sustainable income (7.35), profound interest in work (7.13), the desire to serve in a paramilitary unit (6.78), cognitive interest in police career (6.56), the desire to fight against crime.

Table 4

Motivators of professional choice of the criminal police officers

Motivators	Rating point (from 1 to 10)
1. Romantic dreams inspired by the influence of books, films etc.	5,51
2. Family traditions	4,12
3. Reference of friends and acquaintances who work in police	6,23
4. Prestige value of police service	7,12
5. Drive for activity related with communication	5,66
6. Agitation efforts of human resource department	3,12
7. Drive for moral satisfaction from work	4,67
8. Cognitive interest in the police staff activities	6,56
9. Concern of high crime rate	4,30
10. Striving for risk and danger	6,0
11. Desire to study	8,38
12. Drive for intelligence work	4,57
13. Desire to fight against crime actively	6,43
14. Proclivity for service in paramilitary units	6,78
15. Aspiration for active and diverse work	5,87
16. Desire to succeed in police career	7,85
17. Solution for difficult economic conditions	6,05
18. Desire to feel safety	4,22
19. Desire for self-reform, character change	5,78
20. Desire to wear a uniform, to carry arms	6,58
21. Pursuit of justice, truth	4,90
22. Strong dissatisfaction with previous work	5,28
23. Need for time off	3,26
24. Opportunity to get education	7,37
25. Strong interest in police activities	7,13
26. Opportunity to have a stable income	7,35
27. Matter of chance	3,50

Smaller value is peculiar to "deficiency" motives that are related to the needs for safety and satisfaction with the following demands: to have a uniform and arms, search for solutions for difficult economic conditions, dissatisfaction with previous work, romantic dreams, drive for activity connected with communication etc.

CONCLUSION

Thus, professional activity of the criminal police officers is characterised by complexity and emotional stress; sometimes it is implemented under special and, sometimes, extreme conditions. For a

successful activity, a police officer has to be psychologically ready for the activity.

For the purpose of professional psychological selection of candidates for the criminal police, it is important to check the level of development of:

a) the general abilities of candidates for service (verbal, nonverbal and emotional intelligence, creativity);

b) personal qualities (temperamental and characterological features);

c) motives of professional choice (self-fulfillment, communication, recognition, achievement, safety, comfort, etc.).

Holding service competition, it is expedient for psychologists to use the following instruments as psychodiagnostic ones:

a) methods for study intellect's level and structure (developed by R. Amthauer, G. Raven, D. Wechsler, H. Eysenck, as well as methods of emotional intellect diagnosis (R. Bar-On, D. Liusin, M. Manoilova);

b) subjective questionnaires: Structure of Temperament Questionnaire (STQ, V. Rusalov); Standardized Method of Personality Research (SMPR, L. Sobchyk); MMPI, a short version of SMPR; Individually Typological Questionnaire (ITQ, L. Sobchyk), finger-tapping test (modified by Ye. Ilin)

c) diagnostic methods of personal motivation: Motivational Structure Questionnaire (Ritchie-Martin), Self-Actualization Test (SAT, Yu. Aleshin, L. Gozman); Self-Actualization Scale (Jones-Crandall); Level of Subjective Control (LSC, adapted by G. Ksenofontova).

SUMMARY

The article studies psychological peculiarities of the professional activities of the criminal police staff. It marks that the criminal police officers carry out professional activity in complex and, sometimes, special and extreme conditions. The research presents the main requirements of profession for knowledge and skills of the criminal police official and considers psychological characteristics of police professional activity, motives of profession choice, psychological indications and contra-indications for professional activity in a position of criminal investigation agent.

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

Bondarenko V. D.

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

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CHAPTER 4
SPECIAL FEATURES ON GROUP COMMUNICATIONS IN PERFORMANCE OF POLICE OFFICERS

Opryshko I. V.

INTRODUCTION

Effective activity of National Police of Ukraine foresees officers' close cooperation and interaction in units as well as communication with different groups of citizens. We will consider some psychological aspects of group activity organization that are important for professional activity of police officers.

First of all we have to define basic term – group. It is interpreted differently in the system of different scientific disciplines and approaches. Scope of most terms limits group as human community that identifies on the grounds of certain characteristic in single space and time; association of people that exists and interacts in common activity, where people enter in working and interpersonal relationships. Research of small groups' activity grounds on a number of principles, in particular: small group is regarded as integrated system that consists of some multiple regarding independent elements – people; nature of the group as a system does not limit simple sum of nature of people that constitute it and in its activity has "group face"; the main object of analysis during small groups' research is people's interaction. Contact group, in the number 7-9 people, where real interaction of all members and direct supervision is possible, is considered optimal for solving specific official tasks.

Big group is significant social community that numbers approximately one hundred and more people. Big group may be conditional community of people, united on the basis of social characteristics; real, sizeable and complexly organized people's community included in common targeted activity. Big groups are formed from the system of small groups, connected between each other by certain relations.

Group rules of conduct, social value orientations and traditions, public opinion that makes clear to each person through small groups, are formed in big groups.

There are groups of *low and high* level of development according to the level of organization. Such groups belong to the low level of development:

a) associations are groups, where there is no uniting production activity, clear organization and management, value orientations are unsustainable, situational and not grasped; there are pro-social associations that have positive moral values and association, where social orientations have negative character depending on social importance of facts that determine such unions' establishment;

b) corporations are those groups that characterized as enclosed, with authoritarianism, contradicting other social unions on the basis of sectional, selfish interests; interpersonal relationships are characterized by asocial value orientations;

c) diffuse groups are unions of people that do not have unity on the basis of common value orientations and common activity (spectators in theatre, passengers in the plane).

High level groups include:

a) groups with positive social orientation, unity and common value orientations (study group, scientific laboratory, institution's department);

b) collectives or teams are groups of high level of organization that are characterized with unity of valuable ideas, high level of cohesion, psychological compatibility.

Police units refer to collectives (teams). High level group has to have a clear system of communications that ensure free exchange of information between its members. Models of group communications (A. Bavelas, R. Fisher, P. Smith, D. Walker, C. Faucheus, M. Shaw and others) determine group effectiveness significantly. Group communications' organization in National Police of Ukraine units makes it possible to improve communication in real police groups and effectiveness of official objectives' execution.

## 4.1. Main terms of group communications

First of all it is necessary to determine main terms in the sphere of group communications' organization. One of the main terms is "communicative networks". Researchers (A. Sventsytskyi) determine communicative networks as configuration of communicative channels that connect members of police group, underlining their certainty and persistence[1]. R. Bales and P. Slator consider that communicative networks

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[1] Sventsytskyi A. L. Sotsyalnaia psykholohyia: Uchebnyk. M.: OOO «TK Velby», 2003. 336 s.

are systematic pattern of communication in the group[2]. From some researchers' the point of view communicative networks are formal models of interpersonal contacts that are characterized with information exchange between people[3].

Systematic research of group communications begins in 1948 when A. Bavelas made a number of researches with the aim to study communicative networks fixed models' influence on group process. He proposed further method of research: laboratory groups were proposed to work in terms of different types of communicative networks and different number of people in the group (Figure 1).

Communicative networks for three people
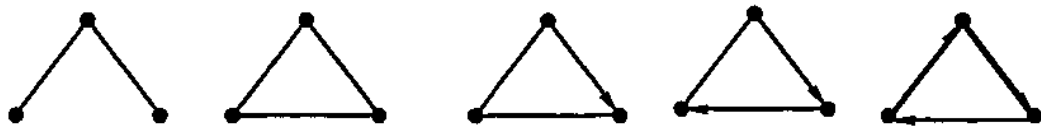
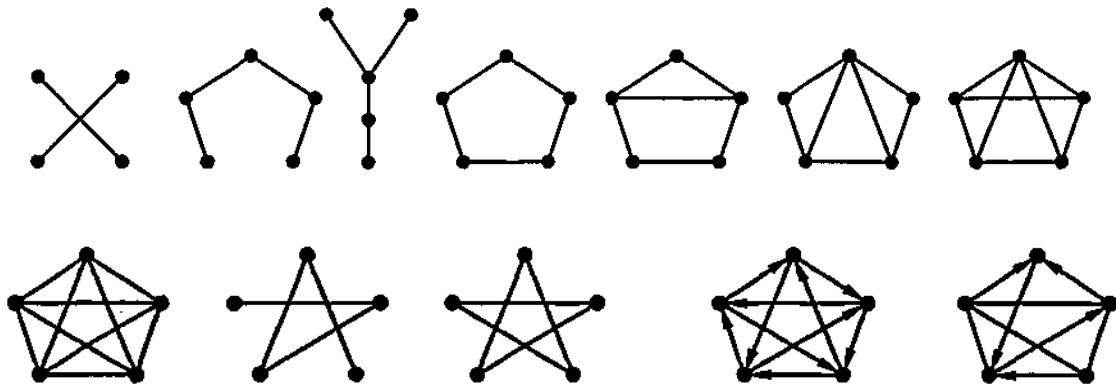Networks for four people
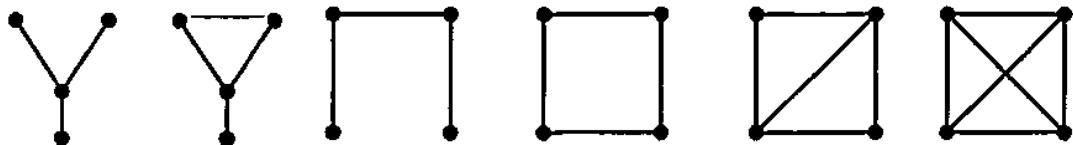
Networks for five people

Fig. 1. Communicative networks that were used in experimental researches of A. Bavelas

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[2] Nemov R. S. Psykholohycheskye uslovyia i kryteryy effektyvnosty raboty kollektyva. M.: Znanye, 1982. 64 s.

[3] Novikov V. V. Kommunykatyvnye struktury y effektyvnost hruppovoi deiatelnosty operatorov. Voprosy psykholohyy. 1970. № 4. S. 19-24.

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S. Smith and G. Livitta explored fixed structures' influence on relative efficiency of whole collective. Groups of five people in each were explored with such aim. Patterns were connected in one of given variants: "Circle", "Chain", "Y" and "Wheel" (Figure 2).
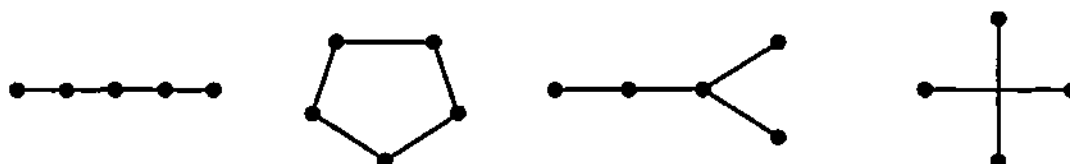
(Left-to-right: chain, circle, Y, wheel)

Fig. 2. Communicative networks that were used in experimental researches of S. Smith and G. Livitta

The most effective structure regarding decision speed was "Wheel"; intermediate option was provided by "Chain" and "Y". Groups that work according to the "Circle" model were the less effective. It was found that groups, formed as "Circle" model tend to make mistakes, but, at the same time, are able to correct them. First researches in the sphere of intra-group communications assumed flow of information in frames of strictly set communications' channels. In more recent researches the group was allowed to structure communicative network by itself depending on the type of given tasks. Researchers came to the conclusion that the group, where communications' structure meets the task in hand acts better.

In recent years works it is shown that success of group activity mostly depends on how clearly necessary information extends in the group as well as on how exchange of such information is ensured between members of the group. There are several models of communicative networks (Figure 3).
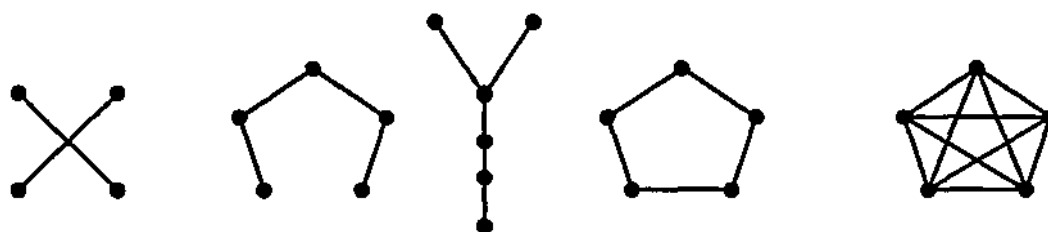

Fig. 3. Types of communicative networks (communications' structures in the group)

"Wheel" model is considered to be the most centralized: in this case information is transferred only through leader. It is necessary for some tasks, for others – less centralized models like "player", "chain", "circle" are permissible.

M. Novikov held series of researches (1970) where channels' of communication influence on group effectiveness has been studied and highlighted four communicative structures (Figure 4). Author came to a number of conclusions: 1. The more the group is (Figure 4 a), the sooner necessity to divide duties between its members come; 2. Necessity to divide duties comes later when using the "Tree" structure (Figure 4 d) than during whole system of communications; 3. This tendency grows in the "Chain" structure (Figure 4 c); 4. A number of members is non-essential for the "Cycle" structure.
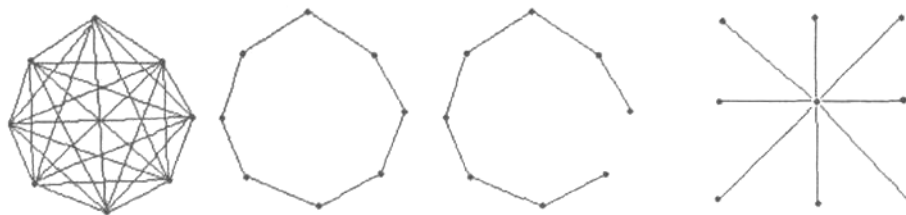
(Left-to-right: a) whole, b) cycle, c) chain, d) tree)

Fig. 4. Types of communicative structures (by M. Novikov)

Researchers also explore communication channels, formal models of interpersonal relations, patterns of communications in the group when using term of communicative network.

4.2. Characteristic of the task that is solved

Characteristics of the task is a parameter that determines quality of results of joint search and its solution. Degree of group members' independence is the clearest ground of group tasks' classification. Classifications based on this principle, allow tracing intergroup cooperation structure. Typology by J. Thibaut and H. Kelley that foresees division of all tasks on two categories: conjunctive and disconjunctive; by

R. Nemov that allows distinguishing two types of tasks: divisible and indivisible, are examples of such classification[4].

L. Umanskyi scheme includes principle of cooperative interdependence and allows to connect group productivity with individual input os every member of group activity[5].

M. Show's classification that foresees tasks' division into simple and complicated is widespread. The reason of such obvious division is connected with research of police groups' communicative structure and sum of information transfer ways, where one type tasks foresaw more close coordination and cooperation of individual efforts, the other type – did not foresee union of individual police efforts at all.

Traditionally the first type of tasks refers to simple, the second – to complicated. Researchers concluded that centralized networks are effective during simple problems resolution, decentralized – during resolution of complicated ones. Indeed, police groups face numerous situations and tasks in the process of official activity. If acting individually policeman does everything by himself: sees the task, develops action plan, assumes it etc., than communications' factor plays crucial role during group's solution as it points out consistency, duration of execution process and effectiveness of group's functioning.

It is worth noting that multidimensional nature in "group execution of tasks" interpretation is caused by so far insufficient development of group's communication problematic, connected with determination of such terms as "solution", "process", "group process". The reason of ambiguity of its interpretation is that every time a new sense is put into this term due to the specific focus of the research.

The Head of police unit has to take into account that usually ***in the process of group task's solution*** three phases are realized: search, decision making and decision realization. Specification depends on the level of group decision (systematic, functional, personal, connected with activity), research area (cognitive, artistic, operational, managerial), psychological mechanisms of decision (forceful, intellectual, emotional, likely decision etc.).

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[4] Nemov R. S. Psykholohycheskaia teoryia kollektyva i problemy hruppovoi effektyvnosty. Voprosy psykholohyy. 1978. № 5. S. 86-104.

[5] Umanskyi L. Y. Metody eksperymentalnoho issledovanyia sotsyalno-psykholohycheskykh fenomenov. / Metodolohyia y metody sotsyalnoi psykholohyy / Pod red. E. V. Shorokhovoy. M.: Nauka, 1977. S. 54-71.

Officers of National Police of Ukraine units face problems that have several variants of solution (for example, ethic, estimated, moral) except purely legal tasks that are regulated by rules of laws in their group activity. In this case, group decisions constitute not only possible alternatives' search, but also a choice of optimal one. Solution of a certain task is possible by different ways and means, but it is necessary to choose only one – the best of all in given circumstances. That is why the process of group decision making and its quality are characteristics that allow deciding on the level of small police group development, on the level of its social-psychological maturity.

Usually National Police of Ukraine units build adequate to the task in question scheme of group interaction during resolving the task that has solely right solution. Police groups that work on several alternative decisions' choice build one of possible group decision scheme that is pointed out by the group as the most possible.

Group functioning process may be considered as group's solving of set before it tasks. That is why the term "police group's effectiveness" may be replaced by "group tasks solution effectiveness". The Head has to take into account that group's effectiveness may be determined only in case when quantity (or quality) criteria of found decision rightness are set. Effectiveness of group tasks solution is determined by effectiveness of intergroup communications only during resolving those tasks that have right solution.

It is important for the Head of police unit to take into account three facts:

1) group tasks' solution has its specifics and can not be limited to set of individual activity and solutions;

2) individual tasks' solution requires from the subject universal qualities of certain kind – officer obtains task, develops plan of its execution, realizes it; during group activity each member of police group does only certain part of work;

3) during common task's solution factor of communication plays a great role, contact between members of police group brings its correctives in the process of task's resolving, deforms it in its own way.

While organizing group communication the Head of police unit has to focus on two psychological aspects of this process:

a) balance problem of individual and group behavior effectiveness;

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b) phenomena that accompany communication and interaction process during group tasks solution. Thus, the Head needs to know benefits of group decision. It is obvious that the amount of information in group's possession is more than information of individual[6].

Experience and knowledge of some individuals integrate in the group and create some common "reserve". Meanwhile every person contributes something unique, something that only he/she owns. Excess of information that the group owns ("group memory" in a way) ensures high credibility of its reproduction in the decision making process. It's experimentally proved that possibility of accurate reproduction of various data in police group is higher than in case of individual activity because the group possesses so-called transactive memory" knowledge that is located in the memory of individual police group's members and effective ways of transmitting it to others.

In decision making process the group generates more hypotheses and controls them more carefully in comparison with individual. According to the type group decisions more often refer to solving a mistake with a certain risk, but, along with that, it is combined with careful control, verification of accepted hypotheses and risk assessment. Such decisions are considered to be the most effective.

During decision making the Head of police unit has also to consider rotation change of functions that are carried out by individual members of the police group: every member in turn assumes functions of hypotheses' generation, saving and reproduction as well as their preliminary or resulted assessment. Questions and discussions that arise during decision making process in any case activate mental activity of every member of police group, stimulate search of new ways of decision making. Thus, organized group acts as united creative power, as a body of collective thinking.

It was also found that when refers to collective of "average individuals", group decisions usually are better than individual. During solution of tasks that need common (but not special) knowledge, groups have the advantage. But if we speak about individuals that differ from "statistical averages", prevail over "average" colleagues by intellect, better

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[6] Lomov B. F. Lychnost v systeme obshchestvennykh otnoshenyi. Psykhololohycheskyi zhurnal. 1981. № 1. S. 3-17.

police group members may surpass all group or do not to yield it in productivity[7].

Summarizing we can conclude that police groups are the most productive when their members are able to complement each other with knowledge and skills; police group members effectively exchange these knowledge, skills, points of view; these knowledge, skills and points of view meet requirements of the task[8].

It is good to know for the Head of police a phenomena that reflect group behavior in group decision making process. One of them is social facilitation phenomenon what means individual's support in the group, increase of productivity of its activity in the team. Social facilitation adequately explains patterns of individual's behavior in other's presence. The other effect is social laziness. This term fixes tendencies to group performance indicators' deterioration because the person does not always see connection between efforts made by him/her and the result that is a consequence of common decisions.

One more phenomenon is diffusion of responsibility. This term defines deterioration of common decisions because a person stops bear personal responsibility for acceptance of his/her offer. The same concerns phenomenon of risk of a group's decision mistake increase in comparison with individual. Sometimes phenomenon of people's desire for consent is appeared during group decision making. In this case level of realism of possible variants' evaluation may decrease.

During decision making some enthusiasts that try to protect the group from additional information that could shake confidence in identified decision, appear in the group. This phenomenon was named as "decision's reduction".

The Head has also to consider that effectiveness of group decision is closely connected with police group members' motivation regarding set target. Psychologists examined two types of police groups. In one case group members were motivated on cooperation in problem solving, in other case – on competition. Experiments proved that in groups where its members that were motivated on concurrence big difficulties in communication and understanding each other appear, coordination of

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[7] Sotsyalnaia psykholohyia hruppy: protsessy, reshenyia, deistvyia / R. Beron, N. Kerr, N. Myller. SPb.:Pyter, 2003. S. 66.

[8] Чалдини Р. Социальная психология. – СПб.: ПРАЙМ-ЕВРОЗНАК, 2002. – C. 158.

efforts is worse, distribution of assignments is more difficult, productivity is lower than in groups motivated on cooperation.

During group communication examination V. Molyako defined two schemes of group solution of non-standard task: vertical and horizontal. In group solution everybody has to explain clearly its actions, intentions and proposals. Such communication necessity generates actions' verbalization; in horizontal scheme – all members communicate with each other personally; in vertical – group members communicate depending on hierarchy[9]. In practice as well as in National Police of Ukraine's activity the most common scheme of decision making is combined that includes vertical and horizontal structure of communication in the process of group communication's organization.

Therefore, group decision making is seen as process that is aimed on either some result of police group's activity achievement or on finding out certain members' position and making collective decision that is position that satisfies everybody. Procedure of decision making foresees obligatory alignment of police group members' points of view (unlike group discussion that is considered as a phase that precedes group decision adoption). Decision making usually includes informative preparation and actually procedure of decision making. The last foresees alternatives' formation and comparison, choice, formation, correction of reference hypothesis, action program development. Thus, decision making is a special form of mental activity and is final stage in solution of any tasks.

Set targets achievement and certain tasks execution by National Police of Ukraine's units is possible by different ways or means, the problem is to choose the most optimal (the best in certain circumstances). There are different approaches to different models' of group decisions making definition.

Y. Ponomaryov, Ch. Gadgiev characterize group art decision making as complicated, multi-level, multi-aspect, complex process and define its several phases: logical analysis of situation; emergence of need for newness; appearance of search determinant; intuitive decision; its verbalization; logically completed decision formation[10].

According to A. Bolshakova special feature of group decisions is two main variants of their making: the group accepts one of individually

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[9] Moliako V. A. Psykholohyia hruppovoho reshenyia zadach / V. A. Moliatko. K.: Znanye, 1975. S. 15.
[10] Ponomarev Ya. L. Psykholohyia tvorchestva / Ya. L. Ponomarev. M.: Nauka, 1976. S .204.

proposed decisions as final; decision that was not proposed by anyone from police group's members accepts as final. The last variant is not limited to any of individual, it is new made – the product of group interaction, integration of individual variants of decision, and its stages are: production of new ideas through collective decision; discussion; method of collective decision making[11].

From R. Nemov's point of view there are such stages of group decision making during group communication organization: discussed problem's clarification; expression of ideas on ways and means of its solution; diverse discussion of benefits and disadvantages of every proposal; evaluation "pros" and "cons" of proposed solution variants; selection of the best proposal; development of plan and and program of realization[12].

L. Pochebut and V. Chyker (2000, p. 90) consider that group decision making process needs time because discussion in the group foresees diverse consideration of the problem and selection of the best variants. Collective decision's adoption depends on character of addressed problem, features of interpersonal relations, interests of discussion members in task resolution. During decision making police groups usually face further problems:

1. "What is the essence of the case?". The answer to this question requires obtaining information regarding essence of the problem as well as development of rules and criteria on the basis of which it would be possible to form core provisions of future decision.

2. "What to do?". In answering to this question, different proposals are made as a result final decision is made.

3. "What can we do?". Response to this question includes involvement of police group members in task's solution, their unity, interest in consensus decision adoption or vice versa conflict, tension in relations[13].

The Head has to take in account that police groups many approaches to problems' solution, but different authors describe main steps similarly. They include formulation of specific problem and its analysis, development criteria that effective decision has to meet, finding possible

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[11] Bolshakova A.N. Sotsyalnaia psykholohyia dlia menedzherov: uchebnoe posobye. Rostov n/D: Fenyks, 2004. S. 267.

[12] Nemov R. S. Psykholohycheskye uslovyia i kryteryy effektyvnosty raboty kollektyva. M.: Znanye, 1982. S.53.

[13] Pochebut L. H., Chyker B. A. Orhanyzatsyonnaia sotsyalnaia psykholohyia: Uchebnoe posobye / L. H. Pochebut, B. A. Chyker. SPb.: Yzd-vo «Rech», 2000. S. 91.

alternative decisions, production of limited number of decisions, their verification with criteria and selection of the best one.

Problem's analysis means collection of maximum information on the problem as well as determination of criteria that adopted decision has to meet. Researches show that usually police groups spend more time discussing information that is known by all members of police group, ignoring unique information that leads to less effective decisions[14].

Definition of right decision's criteria foresees selection of main moments that right decision has to meet. Criteria on which the group stops will be used for defending alternative decisions.

Decisions not able to be tested on all criteria are excluded from further examination. During possible decisions' research police group members are encouraged to propose the greatest possible number of possible problem's decision. One of ways to identify possible decisions is brainstorm – procedure of generation the greatest possible number of ideas through free associations. When the group (unit) finds a list of possible decisions it has to check every decision with criteria that it has developed. The last stage of decision making is the process of selection from several alternative decisions the one that fully meets criteria developed by the group.

Models and rules of decisions' making. Typical decision's making model in the National Police of Ukraine's unit includes further stages: determination of the problem, determination of restrictions, development of alternatives, selection of optimal alternative, execution of decision. Such model of decision making is simple and is convenient pattern[15].

There are also other models that contribute to considered pattern some emphasis that allow to pass certain "route section" according to the nature of the task more effectively. We will consider those that can be used in police in the process of group communications.

4.3. Typical models of decision making

Model of rational decisions. According to this model police group members have to find as much as possible variants on the stage of alternatives development. This will allow to take into account benefits and weaknesses of each, to find them as much as possible. Ignoring of variants

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[14] Verderber R., Verderber K. Psykholohyia obshchenyia. SPb.: PRAIM-EVROZNAK, 2003. S. 167.
[15] Oister K. Sotsyalnaia psykholohyia hruppy / K. Oister. M.: Olma-PRESS, 2004. S. 126.

or limiting of alternatives' search scope leads to adoption of decision that is far from the best.

Practice model. Value of this model lies in that it helps to figure out what proposed alternative is the best for tasks' execution. Model is based on systematic approach to decision's variants determination and evaluation. Police group members set certain criteria that describe benefits and weaknesses of proposal beforehand.

Optimizing model. This model foresees primary establishment of criteria that determine whether it is necessary to change something in the situation that has happened. Establishment of these criteria allows to find out differences between current situation and the situation that is desirable. If there is a "gap" between them, intervention may be considered as reasonable.

Intuitive model. This model foresees intuition's intervention into process of task's solution. Sometimes the decision seems to be logical and reasonable in whole, but raise unconsciousness protest and feeling of imperfection in a person. Sometimes these doubts are difficult to put into words, but nevertheless they are absolutely real. Decisions that were adopted intuitively sometimes are the most effective.

Communicative-oriented model. This model is characterized by further: the problem as well as desirable changes is formed in terms of behavior (that means determination of necessary steps so that changes happen). The group also wants to analyze previous attempts of problem's solution. According to this model process of group decision making can be divided into three stages: problem's formulation in behavioral terms; verification of effectiveness of past attempts; desirable changes formulation from the behavioral point of view; realization plan.

Spiral model. This model foresees that a new decision that was made by the group becomes a ground for the new approach. While using this model police group clearly algorithm-drives process of solution and raises it to a new level thereby the group depicts perpetrates a spiral in its development. This model allows connect group making process with the process of group's development. Group decision process consists of such stages: informative preparation of decision; formation of future activity model; procedure of collective group decision making.

Therefore, the Head of police union has to take into account that any group that makes a decision has to reach a certain level of agreement or

consensus between its members, otherwise selection is impossible. Such necessary level of agreement is called *group decision making rule* or *social agreement scheme*.

Several such rules or schemes are defined. They differ basing on two characteristics: a) to what extent agreement of all members of police group is necessary; b) how much time it is necessary to solve the task. The Head has to remember that the process of decision making passes more "smoothly" if police group's members reach the agreement regarding the rule that they use during making a decision beforehand.

The Head of police union has also to consider that the group that solves a task that has a single right solution and a group that wants to reach the agreed decision that will satisfy all members, work on principally different problems: in the first case they have to build a scheme of intergroup interaction so that to solve a set task quickly and without losses; in the second case they have to build a scheme of group decision making that will satisfy chosen criteria and satisfy all members of police group quickly and coherent.

As a rule, real police groups deal with tasks not of mathematic type, but with tasks that do not have a clear criterion of chosen decision's objectively. That is why effectiveness of group's activity determines by "consequences" that contribute to group's development or hinder it. That is why the Head of police has to know several rules of establishment of group's decision admissibility.

4.4. Rules of group decision making

Expert evaluation rule. The group asks one of its members that has experience and knowledge more than anyone else to choose final decision from several alternatives. It is a quick method, it is useful in case if one of police group members knows the problems best of all or bears responsibility for made decision.

The rule of police group's average point of view. Every member of police group drafts rate of alternatives that meet main criteria. After that these rates are averaged and alternative that got the highest rate is chosen. This method works during adoption of standard decisions or when the decision has to be made quickly.

Majority rule. The group votes for every alternative that exists, the decision that wins the most votes is chosen. This scheme of decision

making considers to be democratic, but may create problems on the stage of decision's execution as majority may win with a slight advantage, members of police group that found themselves in minority my sabotage its execution.

The rule of unanimous decision. In this scheme of decision making the group has to continue discussion until all members of police group will not find the best unanimously. This scheme is very expensive according to many indicators and requires from police group members communication skills' usage and cooperation.

Pursuit of the truth rule. Foresees defining role of one member or small fraction of police group in collective decision that may logically prove others correctness of chosen decision. Such scheme fits more to tasks regarding which evidentiary right answer exists.

Socially-communicative approach is the most common approach to research of group decision making problem in foreign scientific literature. Problems of leadership and group management are examined in the frame of this approach.

It is considered that there are two types of leader in the group: one pays attention to tasks' demands, the other – to feelings and social needs of police group members. In the process of task's execution two main aspects are examined: group's activity regarding task's execution and group activity aimed on other members of police group, on communication with them in the process of task's execution.

Researchers define three types of activity in the process of execution of a task itself: the first is work on the task, what means actions, aimed on reaching of the aim by the group; the second is actions, connected with relations' character; the third is substantive focus of police group.

Common activity may be considered as group decisions quality criteria, reflecting the level of police group's development. This allows consider group tasks' decisions as a group process during which common activity is executed.

There are several features of common activity: it unfolds in different group processes and is a certain combination and sequencing; common activity is a valuable creation where unity of terms "individuality", "group", "activity" is realized; it has existence of single aim and common motivation, activity's division on functionally connected components and their division between members, individual activities unification and their

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agreed implementation; management existence as well as common final results; existence of single area and its simultaneous execution by different members.

One of the common forms of group communication's organization is meetings. They are conducted for solving productive questions on enterprises and institutions, departments and agencies. Democratic management style is impossible to imagine without meetings. During collective discussion compelling problems are solved and the best decisions are adopted. Consequently management knows officers' points of view on certain questions or measures, considers them in its work, informs officers on its plans. Meetings is one of the most effective ways to discuss burning issues and make decisions in all spheres of our civic and political life.

Taking into consideration great importance of meetings in police activity we will shortly stop on issues connected with their organization and conduct. If members exchange thoughts, discuss problems and make conclusions by common efforts, effect of such meeting is great. Vice versa if meeting does not give expected consequences, it turns into collective waste of time. Participants are not satisfied because they have lost the whole week without result, caused significant losses to economy.

There are some preconditions for a successful meeting.

1. The meeting has to be managed by the Head otherwise it may become in empty talks.

2. Program has to be developed in details beforehand and during the meeting to seek its maximum realization. Experienced Head will not let to avoid main theme and raise issues that have nothing in common with the crux of the matter.

3. Stocks should be taken regarding every point of the discussion.

4. To compile conclusions at the end of the meeting

Success of the meeting also depends on premise where it happens. Too big or too small premise, uncomfortable seats, temperature, ventilation, noise – all of this may harm normal meeting's conduct. At the same time pleasant environment will contribute to successful meeting's conduct, establishment of normal work atmosphere. It is not worth to discuss on-controversial questions. During discussion the Head has to make conclusions, made in the process of discussion, remove questions on which consensus is reached and to put forward before participants new.

CONCLUSIONS

We can make a conclusion that organization of group communication is an important task of Heads of police units. Group or internal (corporate, collective) communications are inalienable element of police unit's functioning, officer's successful professional activity is impossible without understanding of psychological patterns of collective's establishment, development and functioning by each Head. Police officers, united in units are able to solve official tasks, set before them only basing on successful group communication.

SUMMARY

Psychological characteristics that take place in police officers' performance are disclosed in the article. Main terms of group communications, types of groups depending on the level of their organization are analyzed. Different types of communicative networks and their characteristics are presented, psychological characteristics of task that is solved, typical models and rules of group decision making are given. Certain forms of group communication organization and psychological circumstances of their effective conduction are examined.

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8.   Чалдини Р.   Социальная   психология.   –   СПб.:   ПРАЙМ-ЕВРОЗНАК, 2002. 336 с.

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10. Ponomarev Ya. L. Psykholohyia tvorchestva / Ya. L. Ponomarev. M.: Nauka, 1976. 303 s.

11. Bolshakova A. N. Sotsyalnaia psykholohyia dlia menedzherov: uchebnoe posobye. Rostov n/D: Fenyks ,2004. 348 s.

12. Pochebut L. H., Chyker B. A. Orhanyzatsyonnaia sotsyalnaia psykholohyia: Uchebnoe posobye / L. H. Pochebut, B. A. Chyker. SPb.: Yzd-vo «Rech», 2000. 298 s.

13. Verderber R., Verderber K. Psykholohyia obshchenyia. SPb.: PRAIM-EVROZNAK, 2003. 320 s.

14. Oister K. Sotsyalnaia psykholohyia hruppy / K. Oister. M.: Olma-PRESS, 2004. 302 s.

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CHAPTER 5
BASIC THEORY OF PROFESSIOGRAPHY ANALYSIS
OF LAW ENFORCEMENT ACTIVITIES

Fatkhutdinov V. H.

INTRODUCTION

The current conditions of social development dictate the relevance of the need to implement progressive trends, which have a significant impact on the main principles of the organization and activities of the law enforcement system, which resulted in certain reformations. Such issues as improvement of the professional activity and quality of staffing have been reorganized most of all.

This is precisely why the task of thorough scientific study of the law enforcement activities, their professiography analysis as the definitive component of the efficiency of the performance of duties, optimization of processes of selecting the most qualified candidates, training and retraining of personnel, staffing of teams, job appointments and staff deployment according to their qualification competencies and individual qualities, rationalization of labor regimes and conditions, and prevention of negative trends is of the most particular importance. Unfortunately, we must acknowledge the fact that today in our country there are almost no such comprehensive professiography developments, there is a lack of researches devoted to studying the specifics of professional activities of the law enforcement officers, determining qualification requirements to the level of knowledge, skills and professionally important qualities, developing the criteria of a successful professional activity, etc. The lack of professiography studies affects the quality of performance of functions and the level of law and order enforcement, and results in the counterproductive and uncoordinated organization and functioning of management, personnel and executive elements of the structure, as well as in the destructive utilization of resources.

Consequently, in order to achieve practical results, it is reasonable to implement an active scientific approach by adhering to a proper organization of research techniques, and we must start first of all with

setting forth the theoretical foundations of professiography analysis of the law enforcement activities.

5.1. The essence and basic characteristics of the professiography

The issue of scientific analysis of professions became acute at the end of XIX century, and since then it remains one of the most relevant, important and much-needed areas of theoretic and applied researches.

This analysis provides for the application of techniques of studying the professions and their classification, which is the subject matter of the **professiography** (Latin *professio* – «line of work, type of permanent occupation, area of expertise, profession» and Greek *grapho* – «to write»)[1]. An integrated approach to research and description of content-related and structural characteristics of a profession, systematization of the received quantitative and qualitative data for the purpose of establishing the specifics of relations between a labor entity and components of activities and ensuring their functioning is peculiar to the professiography analysis[2]. Moreover, the integrated approach is understood as a systemic, multi-faceted and comprehensive study of professional activities on various aspects: legal, economic, social, psychological, physiological, medical, professional and technical, technological, functional, etc.[3]

The **tasks** of the professiography include: 1) the comprehensive description of work activities and setting forth the core and content, structural organization, main functions, means, conditions, etc.; 2) classification of professions and areas of expertise; 3) determination of requirements to the specialists and to the level of development of their qualities; 4) clarification of factors of professional success[4].

Professiography as a scientific approach to the study of labor activity, professions and areas of expertise include the following **components**: 1) theoretical patterns of study; 2) complex of methods of studying, analyzing, and interpreting the received data; 3) rules of organization of the study[5].

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[1] Bolshoi psikhologicheskii slovar / pod red. B. Meshcheriakova, V. Zinchenko. Sankt-Peterburg: Praim-EVROZNAK, 2003. 672 s.; Syniavskyi V. V. Psykholohichni osnovy proforiientatsiinoi profesiografii: navch. posib. Kyiv: IPK DSZU, 2010. 89 s.

[2] Bodrov V. A. Psikhologiia professionalnoi prigodnosti: ucheb. posobie. Moskva: PER SE, 2001. 511 s.

[3] Slovar prakticheskogo psikhologa / sost. S. Yu. Golovin. Minsk, 1998. 800 s.

[4] Ekstremalna psykholohiia: pidruchnyk / [Yevsiukov O. P., Kufliievskyi A. S., Liebediev D. V. ta in.]; za red. O. V. Timchenka. Kyiv: Avhust Treid, 2007. 502 s.

[5] Ivanova E. M. Osnovy psikhologicheskogo izucheniia professionalnoi deiatelnosti. Moskva: MGU, 1987. 208 s.

Theoretical patterns of study allow collecting, describing and systematizing the materials about the professional activity, its organization (taking into account various aspects); they constitute some kind of a program that includes a list of questions, the contents of which is driven by a specific purpose. An integrated application of methods of the professiography ensures a high performance of the study thanks to the use of benefits of each of them according to their specifics. Observance of the rules for the organization of the study guarantees the reliability and veracity of the conclusions reached, and therefore, contributes to the efficiency of the suggestions based on the results of the study performed and practical implementation of the developments on the most relevant issues of professional activities.

The study of psychological characteristics of professional activities is performed according to the following **professiography principles**[6]:

– *integrated approach (consistency, integrity)* – determining interconnections and interinfluences of components of an activity at all hierarchy levels of functioning (activity, actions, operations, normal and extreme conditions), that is the study of professional activities as a single system;

– *strength of purpose* – observing the consistency in conducting the study according to goals chosen and specific tasks (diagnostic, information, methodical, etc.), as well as to a certain designation (career guidance, professional recruitment, professional training, etc.);

– *personal approach* – taking into account a variety of options of individual style of work and possibility of one quality to be compensated by others;

– *differentiation and type assignment* – determining the internal professional differences and grouping of similar professions (according to certain parameters);

– *reliability* – finding and describing unfavorable work conditions, untypical, complicated, extreme situations (especially relative to dangerous professions) with the view to determine the requirements towards the employees' stress resilience;

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[6] Bodrov V. A. Specified work; Garber E. I., Kozach V. V. Metodika professiografii. Saratov: Izd-vo Saratovskogo un-ta, 1992. 196 s.; Grigoreva M. V. Psikhologiia truda. Konspekt lektsii. Moskva: Vysshee obrazovanie, 2006. 192 s.

– *prospects and realities* – studying professional activity taking into consideration its tendencies to change and development of the labor entity, approaching problems in dynamics and in cultural and historic perspective;

– *context specificity* – considering all the significant features of the profession and their presentation precision, revealing actual conditions, relationship, interaction of all components, core, significant properties, tendencies, avoiding the provision of general and abstract information;

– *systemic determination* – considering dependence of professional activity on a number of various management and operation features;

– *activity-based concept* – dependence of the employees' mental contents, their experience, specifics of their mental processes on the specifics of professional activity;

– *phasing* – sequence of data acquisition and analysis in the course of studying professional activity (that includes information, analytical, synthetic, experimental and resulting stages);

– *selectivity* – selective approach while carrying out the research; focusing on the specifics of subject–object interconnections of professional activity, on the most challenging tasks of the working process;

– *equivalence* – application of the same study and description procedures and programs (to ensure correct comparison of the professions);

– *complementarity* – use of qualitative and quantitative methods of study, inclusion of both content-related and statistical information.

Having explored the basic concepts of professiography approach as regards setting forth its core, meaning, tasks and principles, it is expedient to consider the issue of **classification of types of activities and professions**, since identification of the structuring principles of the world of professions makes it possible to clearly understand their diversity and take a decision as regards management of the scientific research.

Nowadays there exists a large number of changing and diverse professions. That is why when studying certain professions, it is necessary to be able to navigate among them, differentiate them by key features, analyze the contents and critical characteristics, and here comes the need for classifications. There are quite a lot of these, since they have been based on numerous and most diverse criteria[7].

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[7] Zeer E. F. Psikhologiia professii: ucheb. posobie. 2-e izd., pererab., dop. Moskva: Akademicheskii Proekt; Ekaterinburg: Delovaia kniga, 2003. 336 s.; Karpilovska S. Ya., Mitalman R. Y., Syniavskyi V. V., Tkachenko O. M., Fedoryshyn B. O., Yatsyshyn O. O. Osnovy profesiografii: navch. posib. Kyiv: MAUP, 1997.

First of all, we have to differentiate between categories and types of professional activities. A ***category*** is a certain professional activity characterized by the specifics of the subject, conditions, contents and requirements to it. Similar categories are grouped into ***types***. There also exists a subdivision into two main ***classes***: *«subject-object professions»* (the subject is objective reality and a material object) and *«subject-subject professions»* (a human being is the subject matter).

One of the most widely used classifications is subdivision of professional activities ***by sectors***: administrative and managerial, legal, military, medical, pedagogical, sports, arts, scientific, industrial, agricultural, transport etc. This is a multi-purpose classification based on economic and technological criteria. Having determined to what sector a certain profession belongs, one can determine the nature of the product of labor, type of the applied technologies, means, hazard rate of the profession by the risk of injury and work-related health problems etc.

Breaking down the activities into ***individual*** and ***cooperative*** is quite important, too. The main features of the joint activity are as follows: collective subject, spacial and timed co-presence of the employees, role– and tool-based activity differentiation, availability of a managerial and organizing element.

The most general breakdown of the activity types is the one subdividing them into ***external*** and ***internal*** types. The external activity types are accompanied by exteriorizing manifestation of components of the activity (movements, actions, expression, communications etc.), while internal ones are deployed on the intrapsychic plane.

A distinction is also made between ***performance*** and ***managerial*** activities. The former is characterized by the subject of labor directly influencing the object, although at the same time being in contact with other subjects. In the latter, as a rule, there is no such direct influence, but it implies that one subject is managing the other subjects' activities and the subjects are hierarchically arranged.

Practical aspect considered, it is expedient to differentiate the activities ***depending on their conditions***. According to this criterion, an activity can be performed in optimal, acceptable, harmful and hazardous (extreme) conditions. Depending on the change in conditions the

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148 s.; Kovzyrydze M. A. Professiografiia i psikhologicheskie osnovy professiovedeniia: ucheb. posobie. Moskva: RUT (MIIT), 2018. Ch. I. 60 s.

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«psychophysiological cost of the activity», its intensity and performance indicators differ significantly.

At the same time, it is practicable to subdivide the activities into ***direct (on-site)*** and ***indirect (remote)***. In the first case the subject of labor directly influences the object and in the same direct manner receives information about it. In the second case information about the object is provided to the subject through the mediating links (display, board, indicating devices etc.), and the subject also influences the object not directly but by means of control facilities.

It is common practice to classify professions based on personal interests, abilities and temperament. First of all, it is worth noting ***J. Holland's classification of professions***. Its advantage is the grounded psychological concept that combines the theory of personality with the theory of career choice. The author thinks that orientation is the most significant substructure of a personality, and career success is determined by such qualities as values, interests, attitudes, relations, motives. Based on the interests and values there are six professionally-oriented personality types: *realistic* (creating material things, attending to technological processes and equipment), *investigative* (intellectual work), *social* (interaction with social environment), *conventional* (priority of conventionally accepted norms and traditions, clearly structured activity), *enterprising* (managing people and business), *artistic* (creativity). The model of any personality type is construed according to the pattern (goals, values, interests, abilities, desired professional roles, possible achievements and careers) and makes it possible to estimate compatibility of the personality with a certain work environment. To determine the personality types diagnostic methods are offered that reveal professional interests and preferences. Based on the assessment results three recommended work environments are identified (first is the one most compatible with the personality type, second and third are less relevant but they make it possible to discover additional career options).

The Paterson Job Grading System based on the abilities (with 9 various abilities being at the core of the classification) has become most popular abroad. 432 occupations have been grouped into seven categories using «Minnesota Occupational Rating Scale»: academic, mechanical, social, religious, musical, artistic and physical. Summarizing the results

allowed narrowing the occupations down to 214, with 137 of them being isolated careers and the other 77 combine 2–18 occupations.

The *16-feature classification of professions by Y. O. Klimov* is best-known in Ukrainian psychology. The characteristics of a certain profession are determined by grouping of features by four levels. The first level incorporates the *types of professions* depending on the specifics of the subject of occupation (individual, nature, mechanisms and inorganic nature, sign, artistic image), and five profession types are determined accordingly: «individual–individual», «individual–nature», «individual–mechanisms», «individual–sign system», «individual–artistic image». The second level is represented by the *classes of professions* that differ depending on the work objective (C – changing, G – gnostic, I –inventive/research). The third level is comprised by *sections of professions* classified by tools (M – manual, P –power-driven, A – automatized, F – functional). The fourth level includes *profession groups* classified by the work conditions and their requirements towards an individual (N – normal work conditions, O – outdoor work, U – unusual work conditions involving certain factors that are harmful and dangerous for one's health, M – demanding high moral quality). Analyzing a certain profession according to these levels, we can come out with its «formula» showing its prevailing features.

V. V. Pchelynova continued to work on the job classification suggested by Y. O. Klimov. She has developed the program that analyzes professions, having widened it to embrace 53 features arranged in 10 groups by the criteria as follows: 1) work object, 2) prevailing objectives of professional actions, 3) nature of tasks by degree of intellectual complexity, 4) work complexity factors, sources of professional stress, 5) tools, 6) individual or team work, 7) prevailing performance or managerial functions, 8) type of professional communication, 9) types of risk and responsibility, 10) physical conditions of labor (environment).

An interesting approach based on the criteria of professional success rate is the *modular principle of psychological classification of professions by V. Y. Gavrylov*. Comparison of professions has revealed the elements that occur repeatedly in the structures of different professions. Respectively, a psychological module of a profession is the occupation's unit of analysis which is determined as a typical element of professional activity characteristic of certain professions and singled out on the basis of

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common psychological requirements. There are tens of modules on the basis of which the psychological characteristic of a profession is provided. Occupational classification according to V. Y. Gavrylov involves dividing each type of professions into sub-groups that consider the objectives, tools and work environment. *Socionomic professions* include: medical service; development and education; utility services; information services; protection of the society and state. *Technonomic professions* comprise: creating and assembling equipment; equipment maintenance; equipment repair. *Bionomic professions* include: studying, researching and analyzing the conditions and habitat of plants and animals; taking care of plants and animals (their cultivation, reproduction); plant and animal disease prevention, pest and pathogen control, veterinary treatment. *Signonomic professions* operate with texts; numbers, formulas and tables; maps, drawings, patterns; sound signals. *Artonomic professions* cover: creation, designing, modelling art work; replication, making various products according to a sketch without copies; replication, copying, multiplication of art work in mass-scale production.

Thus, classification is in fact the first stage of analysis of the professions and constitutes a firm base for understanding their core, key features and basic parameters, which is necessary for arranging further research (in particular for developing its program and selecting the required methods).

5.2. Methods of professiography

In order to accomplish the tasks of a professiography research, it is necessary to apply a set of methods that will allow studying the important aspects of professions and making the complete picture. It is worth noting that professiography uses the fool range of general psychological methods, however it fills them with a specific content attributable to particular features of the object and aims of the research[8].

B. G. Ananiev has suggested the «working classification of methods»[9] that determines the strategic directions of the research, shows its integral cycle, sets forth the order of application of the methods and conditions

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[8] Zeer E. F. Specified work; Ivanova E. M. Osnovy psikhologicheskogo izucheniia… Specified work; Ivanova E. M. Psikhologicheskaia sistemnaia professiografiia. Moskva: PER SE, 2003. 208 s.

[9] Ananev B. G. O problemakh sovremennogo chelovekoznaniia. 2-e izd. Sankt-Peterburg: Piter, 2001. 260 s.

their interaction. It includes the **groups of methods** as follows: organizational, empirical, data processing, interpretative.

The organizational methods ensure arranging and overall planning of the professional activity study, determine the amount of material to be studied, information collection duration and frequency, data evaluation techniques, choice of methodology and examination versatility rate; promote development of scientific concepts, new diagnostic tools, management methods, learning types etc. These methods remain in use throughout the whole research, and their efficiency is determined on the basis of the final results. *The comparative method* is determined as one of the main methods that by way of comparison identifies common, special and stand-alone features in the phenomena under study and in their laws of development. *The longitude method* provides for multiple systematic study of the same subjects in dynamics. *The complex method* is used for the interdisciplinary study of a common object and allocation of functions between separate subjects (psychology, medicine, physiology etc.). Organizational methods can be used either all together, or in certain combinations.

The empirical methods ensure acquisition of scientific data and accumulation of facts, and include: praximetric (studying end products, documents, motion study, time tracking etc.), biographical (analysis of facts, dates, life events, documents, certificates etc.), psychodiagnostic (survey (interview/talk, questionnaire, expert appraisal), testing), observational (observation, self-observation), experimental (natural, laboratory, educational experiments), modelling methods (mathematical, cybernetical etc.).

Analysis of the end products, both material (tools, devices, equipment) and functional (speeches, reports, demonstration of behaviour). It allows assessing quality of the work performed through comparing the end product with normative requirements towards its production.

The documents study method is used to receive the reference data as regards the activities, tasks and required results, the most complicated operations; norms, mode and conditions of labor; functional duties; requirements as regards occupational safety, typical mistakes and their consequences, health condition etc. The sources used are orders, instructions, guidelines, operation manuals, manufacturer's specifications, labor safety rules, health records etc.

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The motion study is the registration of time and sequence of performing actions, work and rest schedule, downtime etc., using video recording and photography. The results are recorded as graphs to clearly see the dynamics and intensity of the labor processes in different segments, correlation of the main and support functions.

Time tracking is used to determine the duration of separate stages of activity, actions and operations, their recurrence rate at certain time intervals, duration of pauses and periods of rest, intensity of labor, workload on the analyzers, prevailing activity type, duration and rate of application of various tools etc. It is used to analyze the activity with the view of its optimization and proper management.

The biographical method is meant to study the establishment of a professional (development of cognitivity, competencies, motivational focus, emotional and volitional aptitude, discovery of causes that challenge adaptation etc.). Its specific variations are the methods of personal history and causometry. *The method of personal history* allows collecting information on dynamics of development of a certain individual as a subject of labor, it is applied by way of interviewing an employee and his/her network, as well as reviewing various personal documents. *The method of causometry* consists in reviewing the individual's life events and psychological time, is applied as an interview and estimate of emotional attractiveness of the events, their remoteness in time, significance for the individual and for others, location of the individual «time center».

The method of query and its variations play an important role in collection of empirical data. Depending on the objectives and conditions of information collection, various forms of survey can be used: interview (talk) or questionnaire. *Interview (talk)* – direct communication that allows not only receiving answers to the questions asked, but also asking additional questions (if necessary) and observing the person you are talking to. *Questionnaire* – obtaining written answers to the questions, with the respondents either wording their answers themselves or choosing one of the suggested options.

The expert appraisal method is the result of interviewing a group of experts (skilled professionals) with the view to come to an unbiased conclusion as regards the aspects of professional activity under study. It is applied when analysing information on the specific features of a profession, success factors, advantages and drawbacks of arrangement and

performance of certain work flows, professionally important qualities, required competencies of a certain skill level, determinant components of specialist training, the most typical challenging situations, psychological causes of erroneous actions and strategies for overcoming them, forecasting probable trends and case scenarios etc. It is done by way of generalizing individual estimates or by making a summarizing participatory conclusion.

Observation is applied after the initial information has been collected, based on which the element in need of observation is singled out. It makes it possible to study the process and nature of professional activity. Depending on the observation research objective, we can speak of *continuous observation* (when it is necessary to form a full view of a certain work flow) and *sample observation* (when it is necessary to study a certain element or a stage of work flow). Besides, observation can be either *direct* (performed visually, without any additional equipment) or *indirect* (performed by means of various registering devices: stop watch, camera, video camera etc.).

The method of analysis of erroneous actions (mistakes) is aimed at determining the causes of deviation from the normal work flow. It allows their systematization and classification, determination of causes, singling out complicated, critical and strained situations of the work process that are most likely to cause problems (cognitive, perceptive, sensorimotor, emotional, volitional etc.) and discovering possible ways of their prevention through training or proper aptitude screening.

The experimental method is necessary to validate (or disprove) a hypothesis as regards the factors that affect the career flow in a positive or negative way. It includes: *natural experiment* (study in normal conditions during ordinary work activity) and *laboratory experiment* (modeling work situations in a specially equipped laboratory). Besides, experiments can be *summative* (establishing actual status and level of certain features at the time of research) and *formative* (studying certain features in the process of their active development).

The methods of processing empirical data are a group of methods that allow performing quantitative (mathematical and statistical) and qualitative (differentiating the results by types, groups, variants), analysis of information as regards the activity of a subject of labor, collected by means of empirical methods.

Statistical and graphical analysis methods are used to obtain quantitative information as regards regular patterns and dynamics of professional activity. *Statistical analysis* allows not just recording quantitative parameters, but also tracing their dynamics throughout the working hours by their simple mean parameters, mean square deviation, mean errors and rank correlations, using factor analysis etc. *Graphical analysis* creates an opportunity for visual demonstration of changes inherent to carrying out activity and the involved mental processes (e. g., by variations in actions performance time accompanied by emotional, speech or motor manifestations).

The comparative analysis method is used to determine the causes that complicate work or to discover conditions that make it most efficient etc. Thus, to study the causes that complicate adaptation, it is necessary to perform the comparative analysis of the information that has been collected 1) through the method of studying documents as regards work process management and requirements to work delivery; 2) through the method of interviewing about the causes of dissatisfaction with work or difficulties; 3) through the method of causometry to determine the employee's readiness to overcome critical circumstances; 4) through the method of observation over the nature and specific features of the course of activity and self-regulation of the functional state.

Classification and typologization of the collected empirical information also comprises the qualitative analysis procedure. Thus, to make a psychological characteristic of operation performance techniques, it is necessary to group the operations by their objective and ways of performance, on the basis of operation-by-operation analysis of their fulfillment and analysis of the respective documents as regards the labor process, into categories as follows: orienting and informative, preparatory, performing and control.

The interpretative methods incorporate genetic and structural methods (making psychological profiles, typologies, classifications) and are used to interpret or clarify the tasks, functions, actions and operations in the context of their psychological backing. There are types of interpretative analysis as follows: structural and systemic, functional and structural, as well as operational and structural. The s*tructural and systemic analysis* is done on the basis of the comparative qualitative analysis of regulatory documents as regards the labor process and

operation analysis of its implementation, singling out work functions, tasks, actions and rules. Psychological interpretation of the operational and technological structure of labor is provided, as a result of which a hypothetic model of a certain professional activity is made, represented by the operational and technological structure and its psychological characteristics. The f*unctional and structural analysis* is performed on the basis of the structural and systemic analysis that provides controlled observation of the processes of planning, implementation, control, self-regulation and correction of the activity (sensorimotor, perceptive, mnemic, mental, communicative) depending on the profession specifics, and makes it possible to reveal individual ways of professional and socio-psychological adaptation, working efficiency. The o*perational and structural analysis* allows determining, through a step-by-step study of technological operations, the professionally important qualities that ensure fulfillment of a certain operation.

The system of methods presented herein helps to navigate in complicated split-level structures of a profession, ensures impartiality, scientific validity of research, reliability and integrity of the obtained results, and is prerequisite for building a research strategy when solving scientific and practical problems. The use of an array of methods in research leads to development of research technologies (programmes, patterns, algorithms). In the above context, the objective of using the methods and the ultimate outcome of a professiography research is development of a professiogram (job profile diagram).

5.3. Contents, structure, typology of professiograms, arranging a professiography research

A professiogram is a scientifically grounded systemic description of a profession that reveals its specifics, key features, optimal conditions of labor management and requirements towards the employees with the view to determine their occupational fitness. Systemic character of the description shows that a professiography study is characterized by a comprehensive approach for the fullest and most multifaceted detection of all significant features of a profession (its legal, economic, social, psychological, physiological, medical, technological, functional and other aspects).

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An important component of a professiogram is a *psychogram* (psychic profile), which concerns psychological specifics of a professional activity, contains requirements set by the profession to personal features, abilities and psychophysical potential of an employee, ensuring success in learning the profession. The due level of these characteristics provides for learning the profession successfully and ensures the ability to efficiently perform the respective work. A psychogram covers the study of such psychic spheres as: psychosensory (assessment of the range and sensitivity level of the analyzers: auditory, visual, tactile, gustatory, olfactory); psychomotor (response rate, coordination and precision in movement etc.); psychodynamic (working ability, adaptability, functional states); cognitive (specific features of attention, perception, memory, thinking, imagination); emotional and volitional, and motivational; personal (personality traits, individual psychological specific features and qualities, orientation, system of values).

Briefly summarizing the above, we can say that a professiogram is a description of a certain profession's specific features that details the specifics of labor and requirements imposed by it on an employee. That is, the structure of a professiogram comprises two groups of parameters: the externally preset ones that are connected with the labor process (sometimes also called a «laborgram») and internal, driven by an employee's personality characteristics (a «psychogram»). This, in fact, determines the core of professiography studies.

The amount and contents of a professiogram depend on its **designated purpose**[10]. The main spheres of application of a professiogram information are as follows: career guidance and consultancy; professional recruitment (for further training); staff placement; optimization of managerial activity; establishing an objective basis for labor rate setting and labor compensation; rationalization of work and rest schedules; improving sanitary and hygienic conditions as well as work safety through detection of professional risks; arranging professional training and retraining; development of training packages; re-alignment of professions etc.

A professiogram made for *professional recruitment purposes* should include: 1) requirements that determine the essential professionally important qualities that are not compensable and are the qualifying

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[10] Bodrov V. A. Specified work; Osnovy professiografii: metod. rek. po kursam «Psikhofiziologiia professionalnoi deiatelnosti» i «Upravlenie personalom» / sost.: L. Iu. Kurakina. Velikii Novgorod: NovGU, 2006. 26 s.

standards for any employee; 2) preferable requirements that promote achieving professional excellence; 3) list of psychological counter-indications (determine unfitness for a profession). This means that the specific feature of such professiogram is determining the most sustainable and stable psychological characteristics that ensure due performance of a certain activity and differentiate candidates by their success rate and efficiency. At the same time relatively volatile professionally important qualities are determined as well.

A professiogram *with the view to arrange professional training and retraining* provides for focusing on the professionally important qualities that can be developed through exercise while learning the job. For this purpose it is especially important to carry out a comparative analysis of performance of a skilled specialist and dynamics of establishment of an inexperienced employee in order to determine and compare determinative psychological structures.

The specific character of a professiogram *with the view to rationalize the work and rest schedules* consists in determining the most labile mental functions, dynamics of which is an indicator of weak spots in work management.

The widest by its contents is the professiogram *for career guidance*, as it involves the availability of very diverse knowledge about the profession and includes two complementary and interdependent parts: main (meant for individuals in need of assistance in professional self-determination and employment) and supplemental (meant for skilled professional consultants).

By their designated purpose and tasks there are **professiogram types as follows**[11]: *informational* (to be used in practical career advising and career guidance); *guiding and diagnostic* (to discover the causes of failures, accidents, poor efficiency of work; are made based on comparison of the real performance of an employee/team with the required examples of work management); *constructive* (to improve the management systems on the basis of drafting new sample procedures, as well as preparing and managing work flow of the staff); *methodical* (to select the adequate methods for studying the management system, aimed at analysis and further arrangement of labor of the specialist him– or herself, which constitutes the professiography description of a certain work); *diagnostic*

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[11] Ivanova E. M. Osnovy psikhologicheskogo izucheniia… Specified work.

(with the view to choose methodologies for professional recruitment, staff placement and retraining: first the work is arranged according to the pattern of drawing an analytical professiogram to determine the professionally important qualities required for successful work, and the respective psychodiagnostic methodologies are selected).

Scientists studying professiography mark the **main approaches to the contents and structure of professiograms**[12]. Let us consider them in more detail.

A complex professiogram covers a wide range of features (social, psychological, technological, economic, medical and hygienic etc.) and elaborates on the subject, objective, means, conditions, results of labor, results evaluation criteria, qualification requirements towards the professionals etc.

An analytical professiogram provides summarized reference parameters of the profession and psychological structure of the activity, at the same time the following is mentioned: reference structure of the professional activity which has been preset from outside, internal psychological structure of the activity, the employee's psychological qualities.

A psychologically oriented professiogram consists of a description of: 1) external and internal labor image and labor behavior.

A «modular» professiogram provides for featuring modules according to professional tasks, the combination of which makes a «frame» of a profession and calls for certain qualities.

A task– and personality-oriented professiogram includes analysis of the career based on singling out professional tasks. It comprises a combination of a separate reference labor action, a certain task and the subject, conditions, actions, results and desirable psychological characteristics associated with it. The following is also mentioned: 1) priority, main professional tasks and 2) secondary, auxiliary ones.

Certainly, the above-mentioned approaches are quite an artificial breakdown (this depends on highlighting a certain perspective of the analysis). Therefore, differences in opinion of the scientists are not antagonistically contradictory, but rather demonstrate the aspiration to find the best way to describe professional activity and to determine as precisely as possible the requisite requirements to the employees and, respectively,

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[12] Markova A. K. Psikhologiia professionalizma. Moskva: Nauka, 1996. 312 s.

when being applied in practice, they can overlap and be mutually complementary.

Psychological analysis of professional activity (drawing its professiogram and psychogram) is performed according to a certain **program, structure**, that determines its objectives, amount, procedure for organizing and carrying out, and the form for setting forth the results. As regards the structure of the professiogram itself, there's a wide variety in forms of their presentation suggested by researches depending on the basic conceptual approaches, designated purpose, research objectives etc.[13] Summarizing the processed information as regards the structure of various professiogram patterns, two typical analysis blocks can be distinguished: 1) description of a professional activity and 2) labor subject's features review. Contents and amount of each of them are determined by the specifics of a certain professiography study. While practicability of being engaged in this labor-intensive process and the framework of its use is determined against the background of the investment and importance of the anticipated results. Thus, we have to acknowledge that a single binding pattern of a professiogram does not exist, as its structure and amount depend on many factors and specific features, and are in the first place determined by different designated purposes. Besides, it is necessary to consider the continuous character of the process of the scientific search for optimal variants, hence their refinement, update and improvement continues.

An important point of the study is the methodology of arranging and carrying out a professiography research or **its stages**[14]. Researchers single out five stages as follows: information, analytical, synthetic, experimental, resulting. At the *information stage* knowledge about the labor subject and object is collected and described. At the *analytical stage* information data is interpreted, differentiated, structured and systematized. At the *synthetic stage* the hypothesis of the study of a certain labor activity is offered and subject–object interconnections are singled out. *The experimental stage* provides for planning and experimenting based on the data obtained at the previous stages; choosing the appropriate psychodiagnostic research

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[13] Grigorieva M. V. Specified work; Ivanova E. M. Psikhologicheskaia sistemnaia professiografiia… Specified work; Markova A. K. Specified work; Sotnikova S. I. Upravlenie kareroi: ucheb. posobie. Moskva: INFRA-M, 2001. 408 s.

[14] Ivanova E. M. Psikhologicheskaia sistemnaia professiografiia… Specified work; Karpilovska S. Y. Specified work; Osnovy professiografii… Specified work.

methods. At the *resulting stage* the experimental data is analyzed, compared with the research hypothesis, the obtained results are assessed, the forecast of the possible changes and transformations is built, conclusions are drawn and certain recommendations are offered; full characteristic is made out in writing.

CONCLUSIONS

Thus, a professiography analysis as a methodology and technology of studying occupations is a complex method of their study and description that sets forth its core and contents, structural organization, main functions, means, conditions; determination of requirements to the specialists and to the level of development of their qualities; clarification of professional success factors, which is crucial to master professional activity and improve staffing quality.

That is why the theoretical analysis of the core and contents of professiography materials that has been performed is the basis of a scientifically grounded study and presentation of the results on certain professions, correct arrangement of the research methods and its accurate implementation, high performance and practical efficiency. In the context of a thematic review this allows carrying out the analysis and developing professiograms of the main types of the law enforcement activities.

Summing up, it is worth noting that developing professiograms of labor activity is quite a time-consuming and labor-intensive process that involves a huge amount of work (organizational, scientific and analytical, methodical, practical etc.). Thus, proficiency of the researchers, cooperation and joining efforts of various experts, due material and financial support, ownership on the part of responsible executives, state support and assistance on the part of the authorities and public organizations concerned (preferably involvement of international experts and scientific structures) is essential for getting a high quality result.

SUMMARY

The article covers theoretical bases and internal structure of the process of professiography analysis. Its basic concepts are laid down, the key tasks, component parts, main principles of the research are identified. Detailed classification of activity types and professions is provided. The system of professiography methods (organizational, empirical, data processing, interpretative) is presented. Contents and structure of

professiograms is detailed, including determination of their main application spheres (designated purpose), their typology (informational, guiding and diagnostic, constructive, methodical, diagnostic) and the main approaches towards the contents and structure of professiograms (complex, analytical, psychologically oriented, «modular», task– and personality-oriented) are presented. Organization, structure and stages of carrying out a professiography study (information, analytical, synthetic, experimental, resulting) are described. It is being highlighted that a complex professiography study of the law enforcement activities is prerequisite for solving the problems of efficient use of staff potential, optimization of recruiting the most fit candidates, staff training and retraining, labor rationalization, prevention of destructive phenomena.

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CHAPTER 6
THE UKRAINIAN-SPEAKING ADAPTATION
OF THE FOREIGN PSYCHODIAGNOSTIC TECHNIQUES

Barko V. I.

INTRODUCTION

Psychodiagnostic techniques or tests (from Greek ψυχή – «soul» and διαγνωστικός – «capable of recognizing») are the psychological tools, a toolkit to identify and study the individual and psychological peculiarities of a person in order to assess its current state, forecast for further development and provision of appropriate recommendations.

There are two known ways of creating the psychodiagnostic techniques: 1) adaptation of the known tests and 2) development of new ones.

Test adaptation is a set of measures that ensure the adequacy of the test in the new conditions of use. That is, the test adaptation is required if it is used under the terms that differ from those in which its standardization was carried out and the compliance with the psychometric requirements was checked. Such conditions may relate to the age, educational, professional, national and other differences.

Realizing the significance and relevance of the problems of creating a reliable and valid psychodiagnostic complex of domestic methods, the specialists of the laboratory of psychological support at State Research Institute of the Ministry of Internal Affairs of Ukraine within the framework of cooperation with the scientists of G. S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine started the work on the direction of the Ukrainian-speaking adaptation of foreign tests (according to the letter No. 440-01-09 dated 17.09.2018). As of today, the relevant researches have been conducted concerning the English-speaking «Big Five Test» (BFT) and the Russian-speaking «Individual-Typological Questionnaire» (ITQ).

6.1. «Big Five Inventory» adaptation

The theoretical basis of many modern psychodiagnostic techniques is a five-factor model of personality, which has become very popular in recent years. The model has been formed abroad on the basis of multi-year empirical research and currently it stimulates a significant proportion of works in the field of personal psychology. In many cross-cultural researches conducted in the English-speaking countries, as well as in Germany, France, Japan, etc., a lot of attention was paid to the content of the factors themselves, the design of tools for measuring them[1]. There are no questionnaires in our country that are based on a five-factor model of personality, what in some way restricts the opportunities and reduces the effectiveness of the psychodiagnostic work of psychologists of the National Police of Ukraine.

In the domestic psychology, some of the factors similar to those of the big five were allocated by V. M. Melnykov and L. T. Yampolskyi during the scales and tasks factorization MMPI and 16 PF[2]. At one time, L. Goldberg and A. H. Shmeliov have repeated the research made by R. Cattell on the material of Russian vocabulary; among 15 factors revealed by them, there are the same ones that are considered in five-factor model[3]. As a result of comparing of the English and Russian vocabulary of the personality traits, the similarity of the four most powerful factors with the factors of the «Big Five» was revealed. Results relating to the factor of «emotional stability» were less clear[4]. Currently, our country does not have any research on the Ukrainian-speaking adaptation of the questionnaires, which are based on a five-factor model of personality[5]. That is why the purpose of the article is precisely the adaptation of the English-speaking

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[5] Barko V. I. Psykholohiia upravlinnia personalom orhaniv vnutrishnikh sprav (proaktyvnyi pidkhid): monohrafiia. Kyiv: Nika-Tsentr, 2003. S. 110.

Big Fife Inventory (Big five locator questionnaire) for the usage by the National Police of Ukraine.

Let's dwell briefly on the theoretical model that describes the personality by means of five factors: extraversion, neuroticism, agreeableness, conscientiousness and openness to experience.

Neuroticism manifests itself in the sensitivity of the individual to the stressful situations. Reactive persons that are distinguished by the ease of occurrence of negative emotions are at one pole of this factor. They feel a significant number of negative experience, they are disturbing, irritating, prone to bad mood, prone to see everything on a black background, and they are less satisfied with the life than the others. At the other pole, there are individuals who have a tendency to adopt a more rational and calmer attitude towards life than the majority of people.

Extroversion is a factor that manifests itself in the focus of the external or internal world. It is commonly known that, extroverts differ in sociability, activity, impulsivity, in search for a new powerful external stimulation. They are prone to leadership, more physically and verbally active, friendly, cheerful, optimistic. Another pole of the factor is represented by the introvert, which is characterized by a tendency towards self-reliance, independence and individualism.

The openness to experience is a factor that manifests itself in the openness, susceptibility to any kind of knowledge. There is an interest both in the inner world of the person and in what is happening in the external world. People open to experience have wide interests, developed fantasy, flexible mind, originality and aesthetic sensitivity, they are attracted by everything new, unusual. They are open to new approaches, ways to solve problems. The people closed to experience are the opposite of that. They are characterized by the limited interests; such persons are taken as ordinary, conservative ones. They spend a lot of time for familiar, banal work.

Agreeableness is a measure of sociocentrism (altruism), as the opposite of egocentrism. The «conformist» is placed at the one end of this continuum, which is inclined to subordinate personal needs to the needs of the group; he accepts the rules of the group rather than insists on his own principles. Harmonious relationships with the others are more important for the conformist than the pursuit of own opinions. The other end of the continuum is represented by the uncompromising, tenacious,

«challenging» person, who is concerned with personal principles and needs.

Conscientiousness is a factor that expresses the measure of conscious control by the subject in terms of his behaviour and activity. One of its poles is represented by such qualities as high self-control, honesty, perseverance, organization, discipline, responsibility, diligence, accuracy in work, task-orientation. All these features help to focus the individual on personal and professional goals. As a result, there is a personality type that can be called «focused». Usually such individual works a lot, aimed at a career, sometimes he is a workaholic. The other pole is represented by a changeable sort of person who is easily distracted, unorganized, spontaneous, little focused on purpose; he is often a hedonist with a low level of purposeful behaviour. This is an individual who easily ends up the initiated business, weakly controls the impulses. In the middle of this continuum, there is a balanced individual, which combines the tendencies of constancy and variability[6].

In order to diagnose these factors, many personal questionnaires were proposed. Among the most common one is the proposed by P. Costa and J. McCrae NEO-PI-R questionnaire. The authors set the task of creating a diagnostic tool that could be used in the situations requiring a fairly quick assessment of the overall structure of the individual. The questionnaire contains 240 tasks; it allows you to assess not only 5 main factors, but also 6 subordinate factors to each component. NEO-PI-R developers sought to make it as simple and easy as possible to apply[7].

Costa and McCrae also developed a questionnaire called NEO-FFI, the new version contains 60 tasks and measures 5 main factors. Both versions (with 240 and 60 tasks) are the commercial products and can only be used with the permission of the authors. In 1999 L. F. Burlachuk and D. K. Korolev implemented Russian– and Ukrainian-speaking adaptation of the shorten version (it contains 25 tasks) of the questionnaire having received the acceptable psychometric indices of the validity and reliability[8].

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[6] Howard P. J., Medina P. L., Howard J. M. The Big Five locator: A quick assessment tool for consultants and trainers // The 1996 Annual. San Diego: Preiffer & Company, 1996. V. 1. P. 130.

[7] Pervin L. A., John O. P. Handbook of personality: Theory and research. New York: Guilford Press, 2001. Vol. 2. P. 102–138.

[8] Burlachuk L. F., Korolev D. K. Adaptatsiia oprosnika dlia diahnostiki piati faktorov lichnosti // Voprosy psikholohii. Moskva: Shkola-Press, 2000. No. 1. S. 131.

Shortly, O. John, L. Nauman and S. Soto (2008) developed their version of the questionnaire called BFI («Big Five Inventory», hereinafter BFI), which consists of 44 personal characteristics and allows you to assess the personality on the basis of the above five factors. BFI contains inverted (reverse) scales, each of the factors is further divided into several personal components. The practical use of BFI by the psychologists does not require any licensing procedures[9].

We conducted a research aimed at the Ukrainian-speaking adaptation of the BFI, which was carried out in two stages. Initially, an analysis of various variants of the translation of tasks was carried out, which allowed to select the final version of the questionnaire text. At the second stage, the reliability and validity of the BFI were checked, the nature of the association of the results with the data obtained with the help of H. Eysenck (EPI) and L. M. Sobchyk (ITQ) questionnaires, since these techniques have the similar diagnostic constructs. At this stage, the normative indicators for the surveyed sample were calculated.

The sample consisted of the students studying at the National Pedagogical University named after M. P. Dragomanov and Kharkiv National University of Internal Affairs. In the previous stage, when various versions of the translation of tasks were verified, 250 persons were examined. The sample for standardizing the Ukrainian-speaking version numbered 120 students (40 men, 80 women; the average age was 18.7 years). The sample includes students of humanitarian faculties and the cadets of faculty of law. The survey was carried out in a group form. When adapting, the features of the English-speaking original were preserved. With the help of three translators, the text of the questionnaire was developed in Ukrainian, which, on the one hand, is as closely as possible to the content of the original, and on the other hand it used the usual personal descriptors widespread in the Ukrainian language.

In the process of adaptation, the data were obtained regarding three aspects of the questionnaire reliability: test-retest reliability of parallel forms and internal consistency. Being expressed as a correlation coefficient between two consecutive tests at the interval of two weeks, for the Ukrainian speaking the test-retest reliability is as follows for the factor of neuroticism – 0.72; extraversion – 0.80; openness to experience – 0.64;

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[9] John O. P., Naumann L. P., Soto C. J. Paradigm Shift to the Integrative Big-Five Trait Taxonomy: History, Measurement, and Conceptual Issues // Handbook of personality: Theory and research / O. P. John, R. W. Robins, L. A. Pervin (Eds.). New York: Guilford Press, 2008. P. 320.

agreeableness – 0.82; conscientiousness – 0.77 (p = 0.01). These values correspond to the psychometric requirements.

For a part of the sample, which equally well speaks English and Ukrainian (students of the magistracy of the Faculty of Romano-Germanic Philology), the various language versions of the scale were considered as parallel forms. Correlation coefficients for the English-speaking questionnaire at the interval of two weeks were as follows: for neuroticism factor – 0.70; extraversion – 0.88; openness to experience – 0.79; agreeableness – 0.59; conscientiousness 0.85 (p = 0.01). Upon examination with the t-criterion, no significant differences were found between the distribution of test measurements in both forms. Upon examination no significant differences were detected using the $\chi 2$ criterion. Therefore, the Ukrainian-speaking and English-speaking forms of the questionnaire may be considered nearly identical.

In order to check the internal consistency of the scale tasks, the Cronbach coefficient was calculated (Table 1). All the indicators can be considered as acceptable from the point of view of the requirements for psychodiagnostic tools.

Table 1

Coefficients for BFI

No.	Scale	For English-speaking language	For Ukrainian-speaking language
1	Neuroticism	0.62	0.67
2	Extroversion	0.73	0.75
3	Openness to experience	0.66	0.63
4	Agreeableness	0.68	0.70
5	Conscientiousness	0.69	0.72

The above statement indicates satisfactory reliability of the questionnaire.

In studying the validity, the respondents' answers were factorized by the method of the main components with a subsequent varimax-rotation. At the previous stage and at the standardization of the Ukrainian-speaking version of the BFI, a five-factor structure was obtained, which in its content coincided with the expected one. The percentage of the explained dispersion was 14.0; 12.8; 10.4; 7.89; 5.6 respectively for the extraversion, conscientiousness, openness to experience, agreeableness and neuroticism.

In the Ukrainian-speaking version five factors explained in total of 52.6% of the total dispersion of variables.

The constructive validity of the BFI is also confirmed by the results of correlation of data of this questionnaire with those which were obtained using the other techniques[10]. Thus, the predicted correlation (r = 0.45; p = 0.05) of the extraversion factor of the BFI with the extraversion scale of EPI was found. Also, BFI factors turned out to be related to some ITQ factors (Table 2). As you can see, the neuroticism correlates negatively with the scale 1 (extraversion) and factors 2 (spontaneity) and 3 (aggressiveness); whereas positive correlations are observed with the scales 5 (introversion), 6 (sensitivity) and 7 (anxiety).

Table 2

Correlation of ITQ scales and BFI factors

ITQ scales	Neuroti-cism	Extrover-sion	Openness to experience	Agreeableness	Conscientiousness
1. Extraversion	–0.44*	0.82*	0.30	–0.27	–0.22
2. Spontaneity	–0.55*	0.45*	0.12	–0.35	–0.25
3. Aggressiveness	–0.62*	0.51*	–0.22	–0.40	0.15
4. Rigidity	–0.18	–0.34	0.15	–0.41*	0.30
5. Introversion	0.38	–0.64*	–0.18	0.38	0.45
6. Sensitivity	0.40*	–0.43	0.24	0.40	0.48*
7. Anxiety	0.66*	–0.45*	0.32	0.42	0.31
8. Lability (emotionality)	0.30	0.35	0.36	0.23	0.28

Note: p = 0.05; * p = 0.01

Extroversion as expected positively correlates with the same scale of ITQ 1, as well as the scales 2 (spontaneity) and 3 (aggressiveness); negatively with the scales 4 (rigidity), 5 (introversion), 6 (sensitivity) and 7 (anxiety). The openness to experience is positively related to the scales 6 (sensitivity), 7 (anxiety), 8 (emotionality), although the correlation coefficients are insignificant. The agreeableness positively correlates with the scales 6 (sensitivity), 7 (anxiety); negatively with the scales

[1] Barko V. I., Kyriienko L. A., Barko V. V. Profesiinyi psykholohichnyi vidbir na sluzhbu do politsii z vykorystanniam adaptovanoho indyvidualno-typolohichnoho opytuvalnyka // Pravo i bezpeka. Kharkiv: KhNUVS, 2017. № 3 (66). S. 130.

2 (spontaneity), 3 (aggressiveness), 4 (rigidity). Finally, conscientiousness is positively associated with the scales 5 (introversion), 6 (sensitivity), negatively with the scales 1 (extraversion) and 2 (spontaneity).

The distribution of «raw» points for the sample as a whole, as well as for the sub-sample of male and female, was checked for normality using the Kolmogorov–Smirnov criterion. At the significance level 0.01, the results allow us to confirm the hypothesis about the normality of the distribution of points for each of the BFI factors, both in the sample as a whole, and in each of the sub-samples. Thus, all the analysed results correspond to the law of normal distribution. The examination with the χ^2 criterion did not detect the significant differences in the answers of men and women (p = 0.05). Table 3 shows the keys for each of the 5 BFI scales.

Table 3

Keys to the BFI questionnaire scales

Extroversion	1	6R	11	16	21R	26	31R	36		
Agreeableness	2R	7	12R	17	22	27R	32	37R	42	
Conscientiousness	3	8R	13	18R	23R	28	33	38	43R	
Neuroticism	4	9R	14	19	24R	29	34R	39		
Openness to experience	5	10	15	20	25	30	35R	40	41R	44

Note: the letter R marks the reversed scales in which the point changes: from 5 to 1; from 1 to 5; from 4 to 2; from 2 to 4; the point 3 does not change).

The obtained results, in general, correspond to the theoretical representations existing in the psychodiagnostics. As is seen from the correlation relationships, the BFI confirms the data on the presence in the personal pattern of the respondent the sthenic or hyposthenic features of answer (extra-introversion, anxiety-aggressiveness) that can be obtained through questionnaires of Eysenck and Sobchyk. At the same time, the insignificant coefficients of correlation of the factors of «openness to experience», «agreeableness», «conscientiousness» with other scales of ITQ questionnaire indicate the independent psychodiagnostic value of the BFI for the detection of these characterological features. Here is a summary of the average values and standard deviations for the scales of the Ukrainian-speaking version of the BFI (Table 4).

Table 4

Average and standard deviations for BFI scales

No.	Scale	Average	Standard deviation
1	Extroversion	33.6	5.8
2	Agreeableness	35.4	4.2
3	Conscientiousness	36.8	3.9
4	Anxiety	29.3	3.7
5	Openness to experience	38.2	6.1

6.2. Adaptation of «Individual-Typological Questionnaire»

In accordance with the methodological approach of a theory of the leading tendencies by L. M. Sobchyk, an individual and personal typology is based on the contradistinction of the contrast properties that are orthogonal: introversion – extraversion, anxiety – aggressiveness, lability (emotionality) – rigidity, sensitivity–spontaneity[11].

These properties correlate with the parameters of the nervous system: activation – inactivation, lability – inertness, dynamics of excitation – dynamics of inhibition, strength – weakness (Fig. 1).

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[11] Sobchik L. N. Psikholohiia individualnosti. Teoriia i praktika psikhodiahnostiki. Sankt-Peterburg: Rech, 2003. 624 s.
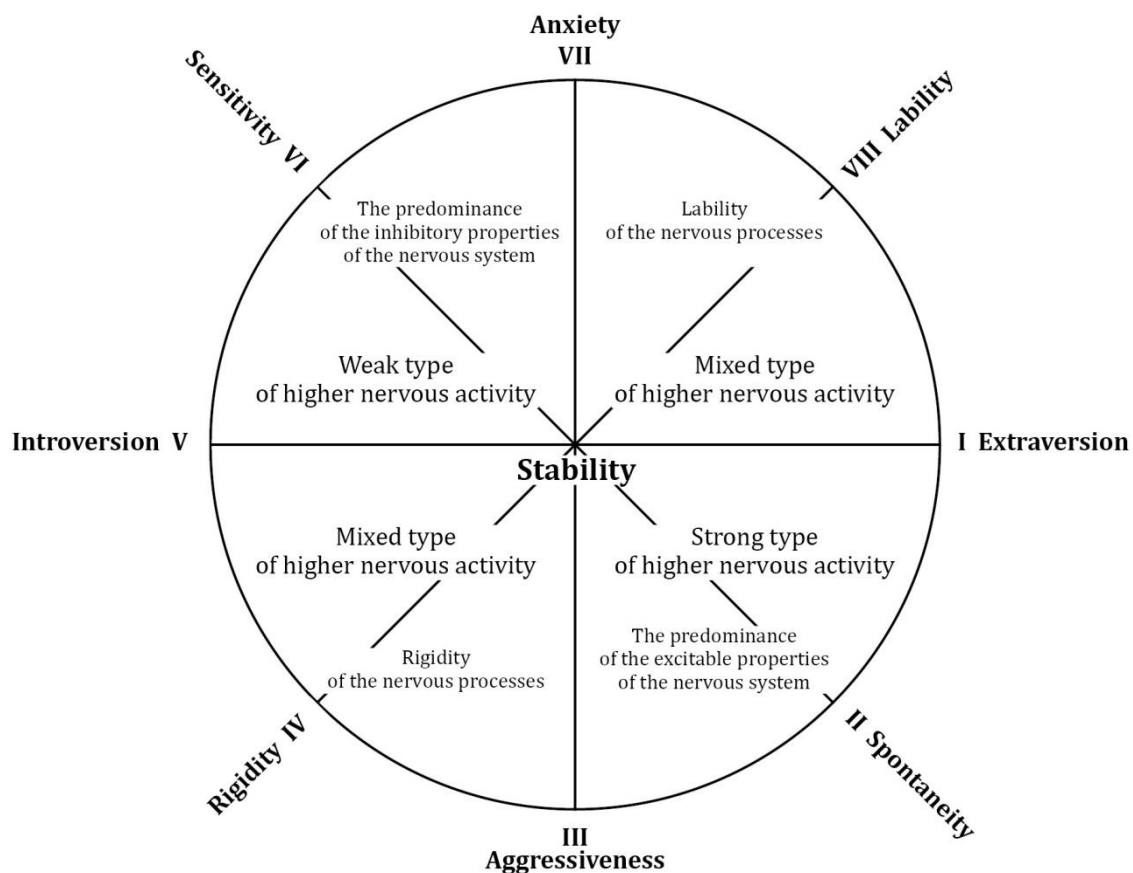
Fig. 1. Orthogonal model of personality.

The technique «Individual-Typological Questionnaire» (ITQ) allows diagnosing the individual and psychological features according to the eight basic scales: 1 – extraversion; 2 – spontaneity; 3 – aggressiveness; 4 – rigidity; 5 – introversion; 6 – sensitivity; 7 – anxiety; 8 – lability (emotional breadth). *The extraversion scale* at normative indicators indicates the orientation of the human psyche to the real world and phenomena, good communicability and activity, a tendency to contacts and acquaintances, optimism. *The scale of spontaneity* in the norm indicates the tendency for self-affirmation, active self-realization, resoluteness, courage, and the desire to defend own interests.

The aggressiveness scale subject to normativity of values indicates the search activity and a clear personal position, motivation achievements, courage and self-confidence, a high level of aspirations and a speed of decision-making. *The rigidity scale* shows such features as tidiness, stress resistance, persistence, thoroughness, practicality, position activity,

firmness to maintain its own position, straightforwardness. *The introversion scale* in the norm shows the lack of communication, modesty, passivity of a personal position, orientation at the world of internal experiences. *The sensitivity scale* in the normative indices means sensitivity to the environment, empathy, vulnerability, impressiveness (impressionability)[12], ability to sympathize and to help others. *The anxiety scale* at the moderate levels shows the caution in making decisions, responsibility, great intuition, social harmony with the environment, reflexivity and sensitivity to danger.

The lability (emotionality) scale under the normal condition of the indicators shows the increased mobility of the nervous processes, which shows itself in some emotional instability, mood variability, demonstrability, reference group dependence.

The reliability of the ITQ technique is confirmed by the processing of statistical data (Sobchyk, 2003). Reliable relationships of the ITQ indicators are confirmed by the data of correlation analysis when comparing the results of the survey with the norms of well-known tests: «Minnesota Multiphasic Personality Inventory», «Method of Colour Choices», «Method of Portrait Choices». The closest relationships were detected by the factors of introversion, extraversion, anxiety, aggressiveness, spontaneity and sensitivity (+0.84), somewhat lower are by the factors of rigidity and lability (+0.68)[13]. The questionnaire is relatively small; it contains 91 statements that are relatively simple, understandable and normally perceived without causing an anxiety in the respondents; there are also the scales of reliability.

The results interpretation depends on the number of responses for each scale: indicators *within the norm* (3–5 points) is a harmonic personality; *moderately expressed* (5–7 points) are accentuated features; *intensively expressed* (7–9 points) is a state of emotional tension, complicated adaptation; *indicators from 0 to 2 points* indicate hypoemotivity, lack of self-understanding or insincerity of the answers; *tendencies that are compensated* by the polar properties (anti-trends); if the indicators exceed 5 points, it indicates emotional tension and it is a sign of an intrapersonal conflict; *for a variant of the norm* (less than 5 points), the anti-trends are

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[12] The tendency to fix and accumulate the negative experiences, the lack of a quick emotional reaction in response to the exciting events, the tendency to «keep to oneself».

[13] Barko V. I. Psykholohiia upravlinnia personalom orhaniv vnutrishnikh sprav (proaktyvnyi pidkhid): monohrafiia. Kyiv: Nika-Tsentr, 2003. S. 80.

the proof of the balanced of multi-directional properties. In cases where it was scored more than 5 points according to the scales of lie and aggravation, the results are considered to be unreliable.

For the purpose of experimental study of the psychodiagnostic possibilities of ITQ technique and its restandardization, the results of the survey of the officers of the National Police of Ukraine have been used in the last two years. For testing, officers were selected who are respected in the team and who have high moral and business qualities. The testing was carried out in seven regions of Ukraine (Vinnytsia, Khmelnytskyi, Kherson, Mykolaiv, Cherkasy, Kyiv, Kharkiv); in general, 280 respondents were surveyed.

Before testing, the preparatory work was carried out: respondents were offered stimulatory materials of the questionnaire and the purpose and the aim of the test were informed, the instruction was explained. During testing, the general conditions for the premises, lighting, instructions, stimulatory material, the influence of the situational factors, etc., were observed.

An experimental study was carried out to address the issue of compliance with the basic standards of ITQ techniques, as well as the correctness of their use when testing the policemen. Initially, with the help of three translators, psychologists of the department of psychological support of the NPU and the State Research Institute of the Ministry of Internal Affairs of Ukraine, a Ukrainian-speaking version of the questionnaire was developed, the text of which is as approximate as possible to the content of the original version. In order to verify the reliability and validity of the questionnaire, the appropriate calculations were made. In the course of the Ukrainian-speaking adaptation, we obtained the data on three aspects of the reliability of the scale: retest reliability, parallel forms and internal consistency.

The retest reliability is expressed through the correlation coefficient between two consecutive tests at the intervals of 2–3 weeks; it is: for the scale (factor) 1 – 0.72; scale 2 – 0.85; scale 3 – 0.65; scale 4 – 0.81; scale 5 – 0.84; scale 6 – 0.78; scale 7 – 0.70; scale 8 – 0.83 ($N = 140$; $p = 0.01$). These values satisfy the existing psychometric requirements.

For the part of the respondents who are equally well-fluent in Ukrainian and Russian, various versions of the questionnaire were offered, which were considered as *parallel forms* (both forms consist of the same

number of tasks; they were aligned two by two in structure and content; the results obtained with their help are similar to each other). Correlation coefficients (obtained during the testing with a two-week interval) were as follows: for scale (factor) 1 – 0,70; scale 2 – 0.86; scale 3 – 0.75; scale 4 – 0.74; scale 5 – 0.81; scale 6 – 0.76; scale 7 – 0.71; scale 8 – 0.79 (N = 120; p = 0.01). Thus, the reliability of parallel forms is quite satisfactory.

When checking with the Student's t-test also no significant differences between the distribution of test indicators in both forms (Ukrainian and Russian) were recorded. No significant differences were found in the verification using the Pearson criterion χ^2. Thus, the Ukrainian-speaking and Russian-speaking versions of the questionnaire can be considered practically as identical. In order to check the *internal consistency* of the questionnaire tasks, the α-Cronbach coefficient (Table 5) was calculated. All the obtained indicators can be considered as acceptable in the aspect of the requirements for psychodiagnostic tools. It should be noted that the coefficients are relatively small due to the insignificant number of tasks (nine) that are included in the scales of the questionnaire.

Table 5

α-Cronbach coefficients for the ITQ questionnaire

	Scale numbers							
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
α	0.68	0.63	0.71	0.75	0.69	0.75	0.67	0.70

Thus, the obtained results testify to satisfactory reliability of the adapted Ukrainian-speaking questionnaire to the ITQ.

In order to investigate the *constructive validity* of an adapted ITQ, a comparison of the data obtained with the use of this questionnaire was carried out with the results of the other techniques. The predicted correlations of the scale 1 of the ITQ technique with the extraversion scale of the EPI questionnaire Eysenck, scale 7 with the neuroticism scale of the same questionnaire of Eysenck were found (r = 0.45; p = 0.05 and r = 041; p = 0.01 respectively). In addition, ITQ factors appeared to correlate with some scales of the SMIE questionnaire (Table 6).

Table 6

Correlation of ITQ and SMIE scales

ITQ scales	SMIE scales									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**0**
8	0.10	–0.03	*0.42***	0.20	0.20	0.11	*0.34**	0.17	–0.12	0.11
1	0.03	–0.16	*0.38***	0.02	0.21	0.07	–0.13	0.15	*0.32**	*–0.40**
2	0.10	0.06	0.16	*0.31**	–0.03	0.01	0.12	0.04	*0.39***	0.14
3	*–0.38***	*–0.32**	0.24	*0.44***	*–0.30*	0.07	–0.25	0.20	*0.30**	*–0.29**
4	*0.32**	0.23	*–0.34**	0.25	0.10	*0.40***	0.21	*0.35**	0.14	0.23
5	*0.31**	0.24	0.05	*–0.30**	0.11	*0.30**	0.13	*0.40***	0.02	*0.41***
6	0.22	*0.45***	0.04	0.06	0.10	0.23	0.21	0.26	–0.15	*0.30**
7	*0.30**	*0.31**	0.01	0.03	*0.33**	0.25	*0.46***	0.25	*–0.42**	0.21

Note: * p = 0.05; ** p = 0.01. N = 280.

SMIE scales: 1 – overcontrol, 2 – pessimism, 3 – emotional lability, 4 – impulsivity, 5 – courage/femininity, 6 – rigidity, 7 – anxiety, 8 – individualism, 9 – optimism, 0 – introversion.

ITQ scales: 1 – extraversion; 2 – spontaneity; 3 – aggressiveness; 4 – rigidity; 5 – introversion; 6 – sensitivity; 7 – anxiety; 8 – lability (emotionality).

The correlation relationships between the ITQ and SMIE scales were detected. Scale 8 positively correlates with lability and anxiety. There is a negative correlation of scale 1 with the introversion and positive correlation with lability and optimism. Scale 2 positively correlates with the optimism and impulsivity. The negative correlations of scale 3 with overcontrol and introversion and the positive correclations with impulsivity and optimism were recorded. Scale 4 positively correlates with overcontrol, rigidity and individualism, and negatively – with the lability. There are positive correlations of scale 5 with rigidity, overcontrol and introversion, and negative – with the impulsivity. Scale 6 positively correlates with depression and introversion, and scale 7 positively correlates with overcontrol and depression and negatively – with the optimism.

The discovered relationships, generally, correspond to the existing theoretical-psychological representations, which are based on the orthogonal model of personality and the theory of leading tendencies (Sobchyk). The obtained data also provides an opportunity to conclude that the socially desirable answer attitude does not significantly affect the indicators obtained according to the scales of the ITQ questionnaire. As evidenced by the absence of significant correlation coefficients between

the indicators of all eight scales with the control scales of the SMIE questionnaire (r = 0.05–0.23; p = 0.01).

In order to analyse the characteristics of the sample of police officers, they were tested. The assessments received in the process of psychodiagnostic tests were thoroughly analysed using the statistical tools. The analysis of average values, standard deviation, mode and median detected the existence of a law of normal distribution according to all of the above mentioned scales. The presence of a normal distribution law enables the use of a standard set of statistical methods for Excel and SPSS programs. Tables 7–8 shows the average and other statistical indicators by the ITQ technique obtained on the general sample.

Table 7

Statistical data obtained during the testing of police officers
(total sample, men, N = 210)

	L	F	1	2	3	4	5	6	7	8
M	3.16	0.67	5.86	5.18	5.59	3.88	3.56	3.92	4.20	5.16
σ	1.82	0.74	1.66	1.44	1.51	1.95	1.70	1.39	1.23	2.09
med.	3	0	6	5	6	4	5	4	6	6
mode	4	0	4	6	6	4	3	4	5	6

Table 8

Statistical data obtained during the testing of police officers
(total sample, women, N = 70)

	L	F	1	2	3	4	5	6	7	8
M	3.5	0.25	5.25	4.12	5.05	2.67	5.50	4.30	5.12	6.03
σ	1.57	0.45	1.35	1.67	1.54	0.67	1.65	1.10	1.60	1.78
med.	3.5	0	6.5	4.5	5	1.5	5.5	4	6	7
mode	2	0	5	5	4	1	7	6	6	6

As you can see from the tables, women show higher points according to the scales 5, 6, 7, 8, which is expected to be due to their greater sensitivity, agreeableness, compromise, and lability (emotionality) compared with the men. Also, the women scored significantly less points on scales 2, 3, 4; it indicates their less aggressiveness and rigidity.

The «raw points» distribution for the sample as a whole, as well as for the sub-sample of men and women was verified using the Kolmogorov–Smirnov criterion. The results allowed a significance level of 0.01 to conclude that the distribution of raw points is normal. It should be noted that comparing the results of testing with the ITQ technique in different police departments did not reveal the significant differences (average values are not significantly different). Thus, the obtained average indicators for the general sample can be considered as the benchmarks when testing the employees for service to all the units of the NPU. Based on our calculations, the average values for all the scales are 4.67 points, and the mean-square deviation is 1.65 points. The corridor of the average values on the scales of ITQ technique is 4.0–5.0 points. The points below and above the specified corridor are considered low and high, respectively, regardless of the educational level of the respondent.

Table 9 shows the average indicators according to the ITQ technique (general sample). The average indicators obtained on a sample of the successful police officers indicate a certain difference in the «basic» and «empirical» assessments by the ITQ technique.

Table 9

The comparison of the average indicators obtained during the process of re-standardization with the given keys for ITQ a) empirical statistical data (*N = 280*)

	L	F	1	2	3	4	5	6	7	8
M	3.40	0.38	*5.68*	*5.10*	*5.41*	3.85	*4.02*	*3.88*	*4.16*	*5.11*
σ	1.54	0.54	1.69	1.40	1.65	1.72	1.55	1.35	1.46	1.71

b) basic statistical data

	L	F	1	2	3	4	5	6	7	8
M	3.90	0.56	*4.43*	*4.03*	*4.10*	4.15	*5.03*	*4.58*	*5.05*	*4.52*
σ	1.67	0.47	1.75	1.02	1.15	1.33	1.78	1.69	1.50	1.80

Note: italics points out the indicators according to which the statistically significant differences are recorded (p = 0.05).

Based on the table, we should note that almost all of the ITQ scales have differences between the basic data presented in the research by L. M. Sobchyk, and those obtained as a result of the empirical research.

Thus, the average indicators on the scale 1–3 in the environment of police officers are slightly higher than the standard obtained in the social and cultural environment, which this questionnaire was created. On the other hand, according to the scales 5–8, the average indicators of police officers are statistically significantly lower than the basic ones. The results obtained do not contradict the theoretical expectations; in particular, the combination of high scores on the scale 1–3 indicates the predominance of sthenic features in police officers, which allows describing the personality of an effective policeman in the characteristics of the strength and the lability of the nervous processes, the dominance of the excitation processes. These officers have a high working capacity, distress tolerance, courage, activity, extraversion, spontaneity and resoluteness. There is also a pronounced need for communication. Such respondents are able to get in touch with strangers or virtual strangers easily and quickly; they have a significant communicative experience, while these relationships often have a superficial and short-term character. The communication may serve as an instrument of work and may solve the professional tasks for such policemen.

High average values on the scale 3 reflect the respondents' inclination to risk, the expressed motivation for achievement, the high levels of aspiration, optimism and efficiency. Extremely high scores on these scales indicate the experience, decision speed, flexibility of thinking, high learning, trickery, and creativity. At the same time, the lower average values for factors 5, 6 and 7 indicate that for the effective policemen, the features of the hyposthenic type of response like introversion, sensitivity, anxiety are not inherent. This means that they are not inclined to obey, to avoid situations in which it is necessary to assume responsibility. The low values in the factors 6 and 7 indicate the criticality when assessing the professional situations, high s self-rating and self-confidence. Moderately high average scores on the scale 8 indicate certain continence, moderation, emotional maturity, realism, the ability to objectively assess the professional situations and make the informed decisions, some uncertainty of temper, etc. The obtained results, in general, coincide with the theoretically expected ones and, in our opinion, reflect the basic professionally important qualities inherent to the effective policemen.

CONCLUSIONS
Thus, the Ukrainian-speaking adaptation of the English psychodiagnostic technique «Big Five Inventory» (BFI) was carried out

(developed by O. John, L. Nauman and S. Soto (2008), as well as the Ukrainian-speaking adaptation of the Russian-speaking «Individual-Typological Questionnaire» (ITQ) (L. M. Sobchyk, 2003).

The unique approach to organize and conduct testing is given; the new standardized test norms are defined, implementation of which will increase the evaluation quality of the results of policemen testing during the competition for service in the police or occupying a vacant position; the indicators of reliability and validity of the questionnaires were calculated.

The obtained average indicators for the general sample can be considered as the benchmarks when testing officers for service in the police units. The adapted Ukrainian-speaking questionnaires are characterized by the satisfactory psychometric indicators of validity, reliability, internal consistency. The questionnaires may be used by psychologists of the National police for research purposes, in particular, in the early phases of a psychodiagnostic research for data obtaining, on the basis of which, in the future, the other diagnostic techniques are selected.

They can also be useful for the chiefs of the training groups, since the surveys conducted on their basis do not violate the logic of the training process; the results of such a survey can be the basis for a discussion and further work of the training group.

In the process of psychodiagnostic research of the persons (for example, when appointing police officers for vacancies, career promotion, etc.) along with self-assessment of candidates on the basis of these questionnaires, it is expedient to use additionally their expert assessment by filling questionnaires with heads and colleagues who are well-known to the surveyed candidates, followed by a comparison of the results of self-assessment and expert assessments.

SUMMARY

The article is devoted to the issue of Ukrainian-speaking adaptation of psychodiagnostic technique «Big Five Inventory» and «Individual-Typological Questionnaire» within the framework of improvement of the system of professional recruitment for the National Police of Ukraine. The theoretical fundamentals and the structure of the process of adaptation are described; the procedure and results of the research are revealed regarding the reliability and validity of the techniques; the normative indicators for the general sample were obtained; the new standardized test standards were determined. The results of the research proved the diagnostic verification of above mentioned questionnaires.

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CHAPTER 7
LEGAL AND PSYCHOLOGICAL PRINCIPLES OF THE OPTIMIZATION OF SELECTION AND ASSIGNMENT OF THE NATIONAL POLICE OF UKRAINE PERSONNEL

Ivanova O. V.

INTRODUCTION

At the current stage of the social and economic development of the state, the significant efficiency increase of professional activities, better results achievement in the fight against crime, public safety and order protection, defense of constitutional rights and freedoms of citizens, provision of the appropriate police service are expected from the National Police of Ukraine. Such an increase in efficiency of activities should be based on the selection of the police personnel with a high level of psychological readiness for service activities, responsibility and reliability, ability to personal and professional development.

The priority direction of the human resources work in the new conditions are become police unit completing with necessary businesslike, moral and professional qualities individuals; optimization of the unit number; providing the stability of the official police relations, etc. The issue of clarification and specification of the requirements for the police officer, his/her personal qualities, professional selection, and professional training is becoming more and more relevant.

Among the primary tasks of increasing effectiveness of law enforcement activity, the most important is the establishment of an effective and efficient system. The system will allow to men the agencies and units of the National Police with employees who have necessary qualities for the successful acquirement of the law enforcement profession, and further, to keep their efficiency, to increase reliability, to develop a professional potential. The determinative basis for such effective and efficient system is an appropriate professional psychological selection which is a complex of measures aimed to ensure the qualitative selection of the personnel based on the evaluation of the development level of the necessary psycho-physiological, psychological and personal characterization according to the qualification requirements of the professional activity.

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7.1. The essence of the professional psychological selection and its fundamental system-forming concept

The problems of professional selection of the law enforcement officers in our country and abroad were dealt with by following lawyers, psychologists, and sociologist as D.O. Aleksandrov, O.M. Bandurka, V.I. Barko, O.V. Zemlianska, H.Y. Zaporozhtseva, S.I. Korsun, O.I. Kudermina, T.M. Malkova, O.V. Shapovalov, S.I. Yakovenko, V.Y. Petrov, A. Soshnykov, M. Dunnette, J. Flanagat, and other researchers. Definitely, scientific sources on the subject of the professional selection of the law enforcement officers contain various definitions. However, basically, the essence and context of the appropriate measures coincide and remain unchanged. Generally, professional selection involves implementation of the evaluation of the development of the psycho-physiological properties, mental processes and candidates' personal qualities which determine the success of professional activities, in order to determine the degree of their compliance with the requirements of a particular specialty. At one time, it is a measures' complex, aimed at providing a qualitative selection of personnel on the basis of such an evaluation (compliance with the development level of the necessary individual psychological and personal characteristics of the professional activities' requirements)[1].

Evaluating the various theoretical concepts and approaches of professional selection, while studying the complex of the relevant issues, first of all, you should be guided by the completeness criterion, integrity, complexity, adequacy and correspondence. However, the scientific literature analysis suggests that some types of professional selection do not always take into account certain life realities and show interest in the aspect of a purely theoretical point of view, than in a system that functions effectively in practice.

Thus, one of the most widespread theoretical models is based on the selection of the highest indicators of the professional activity success in accordance with the professiograms, that is through the confronting requirements of the «ideal profession profile» of an applicant. However, the main real condition is a predominance of candidates over the number of vacancies, that is quite problematic, considering the current state of the

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[1] Maklakov A. H. Professyonalnyi psykholohycheskyi otbor personala. Teoryia y praktyka: uchebnyk dlia vuzov / A. H. Maklakov. – SPb: Pyter, 2008. – P.52.: yl. – (Seryia «Uchebnyk dlia vuzov»).

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labor market. Consequently, the impossibility of abidance the main condition of the contest-based selection on leads to the search of other methodological approaches of professional selection organization, development of a proper concept reasoning, technology, methods, and criterions.

Due to this fact, the attention of specialists is mainly focused on the need to create an adequate psychodiagnostic procedure of the studying of significant psychological qualities and functional reserves on the basis of a systematic approach to estimate the psychological adaptability of the individual to the new conditions of professional activity which in fact is a priority direction of such a search. That is, one of the possible solutions to the problem is the complex consideration of not only the motivational, emotional-volitional, cognitive and typological personality characteristics, but it`s also the adaptive possibilities and risk factors (probability of delinquent behavior).

In view of the above, it is worth to stop on some of the fundamental system-forming components which are the basis of professional selection.

First of all, it is worth to address to such an important concept as «professional suitability», which reflects the various individual characteristics of the person, necessary for the successful execution of work (human aptitude for a concrete activity), and the work characteristics as for conformity of human capabilities itself (labor suitability for a person).

The process of the determination of professional suitability is not limited to the selection procedure, because it is dynamic in time and covers the whole period of professional formation: from education (training) to direct labor activity. As for the integral structure of professional competence, it is formed by a set of initial characteristics of the person (psychological, physiological and other qualities and properties that ensure the success of the future profession); the system of available, formed professional knowledge, skills, and abilities; all further developments and experience gained during the formation and development in the process of the labor activity[2] .

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[2] Bodrov V. A. Psykholohyia professyonalnoi pryhodnosty: uchebnoe posobye dlia vuzov / V. A. Bodrov. – M.: PER SYE, 2001. – 512 p. – (Seryia «Sovremennoe obrazovanye»).

Taking into account the general tendency of personality changes that take place during activities of the daily life[3], the formation of professional suitability suggests observance of the principle of multilevel prolonged ontogenetic development of a person from the natural, biologically predetermined in it, to social (anthropometric, physical, physiological qualities → psychophysiological, psychological, socio-psychological qualities → social, professional qualities). Therefore, solving the problem of the formation of professional suitability, it is necessary to develop an appropriate complex system that will take into account all levels with the expedient development of certain qualities, taking into account the time, quantitative and qualitative indicators introduced in the process of personality development.

In the context of the research, it is necessary to concretize one more concept – which is the «professional psychological suitability». As a component of professional suitability, it is defined as the accordance of cognitive and other abilities, and also individual psychological characteristics of the individual (biological, psycho-physiological, psychological, social) requirements of the profession, group of occupations or type of professional activity in the primary (first acceptance) or secondary (recrudescent) selection.

The analysis of the psychological content of professional suitability with necessity suggests consideration of such components as ability and professionally important qualities. Among scientists, the most common is the idea of abilities as a complex of natural instincts and qualities, formed on the basis of anatomical and physiological characteristics of human and developed as a result of his/her upbringing, learning, and labor activity. Moreover, in psychological literature attention is generally focused on special and professional abilities. It is highlighted that general abilities are the foundation of mastering of the many kinds of activities, and special ones – determine the success of mastering a certain, according to a concrete specialty (and the more complex the professional activity, the more important the need of the development of the special abilities). At the same time, it is accentuated inseparable interconnection of abilities, the interdependence of congenital and acquired psychological qualities: for

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[3] Maklakov A. H. Obshchaia psykholohyia. – SPb: Pyter, 2001. – P. 475 : yl/ – (Seryia «Uchebnyk novoho veka»).

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example, professional abilities are considered as a genetically continuous line of «overgrowth» of general opportunities in special. [4]

Special interest in the issue of professional selection is the establishment of a close relationship of professional suitability and the success of activity with abilities and individual characteristics (in particular, their evolvement in the process of professional development). In the process of development of professional abilities, the conformity of the individual psychological properties with the requirements of the profession are is formed.

Following this fact, the system of professional selection should address the task of assessing the level of development of both general and special abilities, depending on the types of activity and the group of appointment. The indicated position allows to discharge such an essential characteristic as the differentiation of the methodological approaches of the professional selection organization: that is, the volume of techniques that included in the appropriate diagnostic procedure, which may vary depending on its goals and objectives or activities.

By expanding the value of professional suitability scientists point out that everybody can take up any profession, but the whole thing is how much time and efforts it will take[5]. In other words the importance of this component as the «price of success» (the price of energetic and functional opportunities of the human body) is analyzed in the process of the active professional suitability formation, that is, taking into account the mental and psychological capabilities of the organism as to save the balance during adaptation to the new conditions of activities in professional development period, the establishment and maintenance of an appropriate level of professional ability.

The noted above emphasizes the exceptional role of another component of professional selection system – «adaptation» (lat. adaptatio – «adaptation») – it is a dynamic process of an organism adapting to the changing environmental conditions. Physiological, mental, social and professional adaptation are distinguished in labor activity, moreover, in the

[4] Markova A. K. Psykholohyia professyonalyzma / A. K. Markova. – M.: Znanye, 1996. – 312 p.
[5] Chukhraieva H. V. Teoretychni ta praktychni aspekty profesiinoho psykhofiziolohichnoho vidboru pratsivnykiv politsii // Pravo i bezpeka. – 2016. – № 1 (60). – P. 172.

context of consideration, it is worth to mark their close relationship and relative independence [6].

Physiological adaptation – is the stability of the basic physiological functions of the human body to changes in external conditions, that aimed at preserving the relative constancy of the composition and internal environmental properties (homeostasis). Under favorable conditions of the professional environment and optimal capacities, the physiological adaptation leads to the increase of the stability and performance of the organism, the increase of its reserve capacities, reduction of diseases and injuries.

Psychological adaptation – is the process of achieving the optimal conformity of human psychology to the environment in the activation process. Psychological adaptation depends on the mental condition of the worker, the psychological properties and processes (sensation, attention, memory, thinking, etc.), response to stress that arises at work, professional activity peculiarities, certain working conditions, etc.

Social adaptation – is a human adaptation to relations system in a work team with its norms, rules, traditions, values orientations, considering their own needs, motives and interests. In the unfavorable course of social adaptation, the level of stress at work increases, the consequences of which affect the behavior and can lead to interpersonal conflicts, a decline of the socio-psychological climate and discipline, even to accidents.

Professional adaptation – is an adaptation to labor activity with all components (adaptation to the workplace, means, objects, and subjects of the labor, etc.). Professional adaptation is determined by the necessary minimum of knowledge and skills, which are required in the mastery of a specialty, the degree of responsibility, integrity, independence, practicability, rationality, and others, and it is considered complete when the employee achieves a qualification corresponding to existing standards.

Each of these types of adaptation has an influence on efficiency and health of an employee, it forms a certain level of sensitivity and stability to psycho-emotional capacity, as a result of which the reliability of professional activity may change significantly.

In general, adaptation process dynamic appears in unconformity of efficiency of different adaptation aspects (which is a completely normal

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[6] Osnovy okhorony pratsi: pidruchnyk / M. P. Handziuk, Ye. P. Zhelibo, M. O. Khalimovskyi; za red. M. P. Handziuka. – 5-e vyd. – K. : Karavela, 2011. – 384 p.

reaction and of a temporary nature), there is a further balance or at the level of effective or impaired adaptation, depending on the success of the overall adaptation process[7].

All researches emphasize the continuity of the adaptation process, however mainly they associate it with a radical change of personal activity and some social environment (in fact, it is crisis period), which, by the way, coincides with the time of conducting of professional selection when studying and evaluating professional suitability.

In addition, given the intensity and rate of occurrence in some types of professional activities of stress and extreme capacity, it appears expedient to allocate high-risk groups for adaptive violations, and also the range of situations in which this risk is realized. This approach deserves special attention in connection with the development of the methodology and the choice of criterion basis of the evaluation of professional suitability in the organization of the professional selection system.

The determining the model of professional selection is important and there is also a suggestion about the need of allocation of limiting functions of professional activit[8], which refers to those limitations and difficulties that cause certain tensions and complications in work, and successful overcome which is the level indicator of professional skill. In fact, limiting functions are the basis of the criteria for professional selection that determines the level of restrictions for a particular category of candidates.

Given the above analysis of theoretical views of the system components of the professional selection, there is a necessity to consider the concept of «expertise of the professional psychological suitability». Such expertise is a procedure performed by specialist-expert with help integrated investigation of individual psychological and psycho-physiological peculiarities (abilities) of the person which were formed during the biological and social-psychological development, and also professional activity, with the purpose of establishing the degree of their conformity with scientifically substantiated and normatively approved requirements to a kind of professional activity or a concrete specialty. The expertise of the professional psychological suitability allows to solve the issues of providing the qualitative as the primary candidates' selection, as

[7] Berezyn F. B. Psykhycheskaia y psykholohycheskaia adaptatsyia cheloveka: monohrafyia / F. B. Berezyn. – SPb. : Nauka, 1998. – P. 140-143.

[8] Politseiski komisii v Ukraini: zvit za rezultatamy doslidzhennia / Oleksandr Banchuk, Yevhen Krapyvin, Borys Malyshev. – K.: Sofiia-A, 2018 r., – P.8

well as the secondary specialists' selection depending on special purposes, and also prevention of previous loss of health under the influence of various factors of professional harm and prevention of deviant behavior among the employees.

Consequently, the understanding of the essence of professional psychological selection and its fundamental system-forming concepts determine the materiality and scientific reason for the chosen approach. After all, clarification of terminology and main definitions constitute the most important part of the methodological aspect of the consideration, as they allow to avoid differences and misunderstandings, to follow a single and concerted view of the research problem. That is why the analysis of general theoretical issues of professional selection has provided an opportunity for further study of the subject, turning to the disclosure of its specifics in the agencies and units of the National Police.

7.2. Police committees as a new tool of effectiveness increase of personnel recruitment: advantages and disadvantages

Thanks to national researchers' achievements there were worked out the professional psychological methods of candidates' selection for service in the Ministry of Internal Affairs of Ukraine, professional profiles of police professions. The system of the professional selection to the agencies of the internal affairs of Ukraine was characterized as scientifically substantive, complex, and consistent, but was not sufficiently transparent.

Based on the new legislation, in particular, the Law of Ukraine «On National Police» from 2015, Police Commissions were created – a new tool designed to increase the transparency and quality of police recruitment, to provide new opportunities for career development. In the period of 2016-2017 police commissions in the units of the National Police were created. Although this institute is quite important, nowadays society shows less interest in its activity. Information about activity and rising issues, with which the commissions came across in practice, is got covered neither in the mass media nor in the specialized expert circles. Police commissions in the media scene often make people confuse them with accreditation ones, which were created with the purpose to re-evaluate police personnel in 2015-2016 [9].

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[9] Guidebook on Democratic Policing. Senior Police Adviser to the OSCE Secretary General. – OSCE, 2008 // https://www.osce.org/spmu/23804 ?download=true

From 2015 police agencies started to be guided with open, clear and public integrity principles. According to these principles, different forms of public control were formed – those which are directly foreseen by legislation and also those which are independently introduced by civil society institutions. Thus, the requirements for legally established forms of public control over police agencies are present in international documents. For example, in paragraph 84 of the OSCE Manual on Democratic Foundations of Police Activity, dated 2008, the feature of democratic police services determined their subordination to public control, the perception of external control and inspections, as well as the degree of their openness for such inspections[10]. This also applies to public participation in the internal investigation. Monitoring of the activities of the external police services' activity is being introduced, for example, monitoring of the work of patrol police, police stations or lobbies of duty rooms, the entrance to which is free. Examples of such control in foreign countries are initiatives in the United States aimed at video filming of illegal police actions or monitoring campaigns in Ukraine called «Police under control»[11] . In Ukrainian legislation in the field of security and defense, there is also the term of democratic civilian control over the Military Organization and law-enforcement agencies of the country, part of which belongs to public control (Law of Ukraine «On Democratic Civilian Control over the Military Organization and Law Enforcement Agencies of the State» dated June 21, 2018, No. 2469-VIII).

One of the elements of increasing the transparency of police activity was the creation of national permanent police commissions, part of which must be public representatives. Commissions' main tasks are: providing transparent selection (on the contest's basis) and promotion of the police officers. The major power of police commissions is conducting urgent recruitment to the police service and also making a contest-based selection to a vacant position.

The activity of police commissions is regulated both in accordance with the provisions of the Law of Ukraine "On the National Police" and with delegated legislation; in particular, the relevant provisions are

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[10] Hromadskist i orhany pravoporiadku: kontrol, monitorynh, spivpratsia / [O. Banchuk, Yu. Hadzhyeva, B. Malyshev, S. Pernykoza, U. Shadska]; Praktychnyi posibnyk. Za zah. red. O. Banchuka. – K.: FOP Moskalenko O.M., 2017. – P. 27-55.

[11] Barko V. I., Ostapovych V. P. Strukturovana spivbesida yak zasib vyznachennia profprydatnosti kerivnoho personalu NPU // Pravo i bezpeka. – Kharkiv: KhNUVS, 2017. – № 2 (65). – P. 119-125.

contained in Articles 51-55 and 86 of the Law; in the Procedure of the Police Commissions' activity, as well as in the Typical Procedure for conducting contest-based selection for service in police forcer and/or holding the vacant position, approved by the Order of the Ministry of Internal Affairs of Ukraine dated 25 December 2015 № 1631. These statutory instruments regulate the procedure of involving commissions for resolving personnel's issues in the police, the grounds for the formation of commissions, the issue of organizational support for their work, etc. The role of the police commissions is very important in the aspect of the implementation of the personnel policy by the National Police.

At the same time, there is a number of gaps and collisions in the legislative acts which regulate the police commissions' activity. Thus, the contest to the positions to the National Police is only carried out only among persons who are recruited for police service for the first time with the appointment to the position of junior police (Section 3, Article 52 of the Law). However, in cases of the promotion of a police officer, including command positions, the contest is not mandatory. Therefore, the following positions may be filled in by orders of the appropriate chiefs in the police structure without contest. Thus, practically the police commissions are only engaged in the selection to the positions of junior personnel. The existence of such an alternative in the law (appointment of a person based on a leader's order or through a contest involving police commission) means that the chief may choose the more convenient option for the appointment. Thus, the appointment to senior positions and promotion in the National Police is possible without a contest-based procedure.

Also, the Law does not clearly specify the powers of the police commissions to conclude that there is a mismatch of the obtained positions by police officers. In accordance with clause 1, part 1, article 67 of the Law of the presence of police officers at the disposal (temporary stay between two positions) applies in the case of dismissal of a police officer in connection with the execution of the police commission's conclusion on the mismatch of the obtained position. However, the adoption of such decisions does not belong to the powers of the police commissions. According to Article 51 of the Law, making of the conclusion on the relevance/inconsistency of the position is possible in connection with the conducting of the contest for appointment to a vacant position, that is, the police commission is authorized to make the conclusion about the

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relevance/inconsistency of the vacant position, which is conducted by the contest, and is not occupied. Moreover, according to the Article 65 of the Law, the reasons for moving the police to the lower positions include transfer/dismissal due to the official mismatch based on the conclusion of the accreditation, taking into account professional and personal characterization. According to Part 3 of the Article 57 of the Law, accreditation is carried out by the attestation commissions of the police authorities (institutions, establishments), conducted by their chiefs, thus, dismissal takes place in connection with the conclusion by the attestation commissions, and not by the police commission.

In accordance to the Law "On the National Police" and "Model Procedure", the contest is conducted in several stages: testing upon the knowledge of the legislative base (professional test), the general abilities and skills (general abilities test), personal characterization (psychological test), examination of the physical activity level; interview with the police commission. For a professional test and general abilities test, there is a set duration which does not exceed one hour for each test. The results of testing are given by computer program in the form collected points. The professional test consists of 60 test questions or 50 test question and 2 situational tasks, every correct answer is evaluated with one point and the correct answer to the situational task – with 5 points. The maximum number of points equates to 60. General abilities test consists of 60 test questions in defining logical, verbal and mathematical abilities of the candidate, every correct answer is also evaluated with 1 point, the maximum number of points is 60.

Testing of the personal characterization or psychological test is conducted with the purpose to determine streak and types of character, candidate's behavioral style, defining his/her emotional style, his/her suitability to service in the conditions of increased psychological stress. However, testing results of the personal characterization of a candidate do not influence on his/her rating and have only recommendatory character and are accounted by police commission while making a decision according to all stages of the contest. Such an approach to the evaluation of psychological suitability of a person to the service cannot be considered as explainable.

Besides, there is neither clear methodology and methods of conducting psychological testing of the candidates nor the approved list of

psychognostic methods. Using psychognostic methods without an appropriate scientific reason for their relevance can cause serious faults during professional selection and appointment.

Also, it is relevant to implement evaluation of psychological testing results according to the 5-points scale and consider this result while the formulation of the final summary to recommend this person for police service. According to the Article 55 of the Law and Chapter X of the Model Procedure, by the results of all stages of the contest, the police commission makes the rating of the candidates who are recommended for police service. The rating consists of the number of gained points by candidates (after passing all stages of the contest). The winner is selected according to the results of the general rating of the candidates.

It is necessary to mention, that out of all selective stages the police commission takes part only in the last. The final step of the selection is an interview. After the interview the commission makes one decision out of two: to recommend the individual for police service and/or holding a vacant position, or not. Thus, the results of the psychological test, as well as the other stages of the contest, should be elevated according to the points of the scale. Besides, while creating a general rating there should be established the proportion of the number of points, received by the candidate during psychological testing and interview with the points, received during the test. However, neither the Law nor Model Procedure does not contain any information about the elevation of the following stages in points and of such relation.

There also are not established requirements for conducting the interview. Section of the Model Procedure, dedicated to the interview, consists of the general statements. Model Procedure says that during the interview police commission identifies his/her professional and moral qualities, management skills. However, there is a gap in the legal regulation relating the way of evaluation of interview's results and their inclusion to the process of compiling candidates' rating, there is no procedure in the specification of this statement. It means that there is a threat of biased candidates' evaluation by police commission, which can compromise social trust to the contest procedure in the whole, especially in those cases when the contest will be held to the command positions.

In V. Barko and V. Ostapovych's scientific research it is stated that the chief of the police unit should have four leading competences (in

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accordance to the complexity of work and conditions): planning and control; making decisions and responsibility; collective work and motivation of the personnel; compliance with the pressures. For the contest to the positions of the junior personnel, there are only three competencies: effective communication; conscientiousness; flexibility and compliance with the pressures.

It was decided that the best procedure for evaluation of the psychological testing results and competence level during the interview is to use by police commissions five-points scale for evaluation where: 5 points correspond to the highest level of evaluation, 1 – to the lowest. The interview should foresee questions according to every competence in the similar formulation and in the same sequence for all candidates; Each member of the commission may specify the candidates with additional questions within the limits of each separate competence. Such an approach is worth to be implemented into the police commissions' activity.

At present, there are no methodological documents (instructions) necessary for the effective functioning of the police commissions. The activities of the commissions are regulated by two normative acts – the Law of Ukraine «On National Police» and the Order of the Ministry of Internal Affairs of Ukraine «On the organization of selection (contest) and promotion of police officers» dated December 25, 2015, No. 1631. Also, there is no systematic training and qualification upgrading of commission members; no web portals of police commissions, which violates the requirements of the paragraph 4 of the part 9 of the Article 51 of the Law of Ukraine «On National Police»; therefore, there is a legislative limitation in the options for making decisions by members of the commissions on the recommendation / non-recommendation of the acceptance of candidates for the position.

After the enactment of the Law of Ukraine «On the National Police», 84 police commissions were set up and are operating nowadays, ensuring the contest-based selection of candidates for the agencies of the NPU. However, the number of formed commissions is much smaller than it is required by the law, resulting in loss of the territorial communities of the opportunity to influence the personnel policy of the National Police. Also, the police commission of the executive office of the central police authority has not been set up. There is a number of gaps and collisions in the legislative acts regulating the work of the police commissions, the

mandatory selection of all police positions, the absence of methodological recommendations on the activities of commissions, the authority to determine the priorities of police activities, provision of the conclusion on the mismatch of the obtained positions by police officers, the evaluation psychological testing and interviews in points, etc.

Regarding the efficiency increasing of the selection and appointment of the National Police personnel, in our opinion, we are of the opinion to undertake the following priority measures[12]:

1) to improve the scientific and theoretical foundations of organization of work of professional units;

2) to enhance the system of interconnection of complex planning with the possibilities of realization of psychological support measures;

3) to look through and improve forms and methods of social and psychological examination of candidates to the NPU positions and evaluation of their professional and psychological suitability;

4) to introduce a unified methodological approach to the selection of psychodiagnostic techniques;

5) to scientifically prove and determine the optimal set of methods and most informative valid and reliable methodology for determining and predicting the professional suitability for activity in the MIA system;

6) to intensify the development of a positive influence of the service activity in relation to the formation of psychological readiness, reliability, competence, culture, etc., without limitation to work mainly with negative issues, different kinds of behavioral deviations police officers;

7) to persistently implement into the system of work with the personnel the modern achievements of predictive science simultaneously with advanced psychological technologies (e.g. interactive methods of diagnostics and behavioral prediction).

First of all, the serious approach to the issue regarding the reformation of the law-enforcement profession suggests its complex investigation (aiming at facilitation to the further development) especially from the professional, socio-psychological positions within the legal psychology. Undoubtedly, the formation of such a complex profession, profession of high risk and high social significance is impossible without scientific (and practical) psychological support.

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[12] V. A. Problemy optymyzatsyy deiatelnosty psykholohycheskoi sluzhby orhanov vnutrennykh del [Elektronnyi resurs] / Vasylyi Aleksandrovych Lefterov. – Rezhym dostupu: http://apd.dn.ua/articles/00055.html.

That is why the given information actualizes the task of developing an integrated strategy of personnel selection within the framework of the concept of personnel policy, which will create the necessary conceptual and organizational basis for restoring the balance of professional, socio-psychological and medical-psychological components of professional selection, and will ensure the success of solving tactical tasks for the identification of professionally important qualities and evaluations of professional psychological suitability.

This confirms timeliness, necessity, and importance of professional selection as an effective method of human resourcing, designed at the proper level to perform the task of forming a highly skilled potential of the MIA system.

At the same time, it should be noted that despite the comprehensive and detailed level of research and development of the issues of professional recruitment and appointment of the NPU personnel, many important aspects require further elaboration. This determines the continuation of the search for an effective model of professional selection in the MIA system, identifying perspective ways of development, improvement of existing facilities and developing and introducing new special technologies, taking into account the best international and national experience. This especially relates to the creation of an alternative psychodiagnostic tool that can meet the current requirements for proper human resources provision.

CONCLUSIONS

Thus, summing up the information above, it is worth to mention the following. We hypothesize it efficient to make changes into the Law "On National Police of Ukraine" regarding the improvement of contest bases of appointment and promotion, especially giving the power to accreditation commissions to make conclusions on mismatch to the position of a police officer; increasing the openness of the competitive procedure; the implementation of short deadlines for the publication of the results of each stage of the test and the opportunities for the public and media to be present at the contest.

Our work has led us to conclude that for MIA it is worth to:

make changes to the Model Procedure of the conducting contest to the police service and/or obtain the vacant position regarding the establishment

of a list of professionally important qualities of the police officers and methods of their psychodiagnosis during psychological testing, determining the procedure for conducting an interview as a process aimed at finding out a definite list of competences of the candidate;

to amend the Operating Procedures of the police commissions on the definition of the procedure and the form of realization of the powers of the commissions on the establishment of priorities of police activity, the establishment of a transparent and objective way of evaluating the personal characterization and competences of candidates by members of the police commission, the way of calculating the points according to the results of the psychological test and the interview; methodology for determining the overall score of the candidate for the rating.

The NPU should establish the minimum and the maximum number of the positions which can further be announced as vacant; implement system training and career enhancement for members of commissions; provide the creation of web portals for police commissions.

It is advisable for the police commissions to approve methodological recommendations for conducting psychological testing and interviewing candidates and observing the established rules; substantiate the decision to refuse in giving a recommendation to candidates for appointment; it is reasonable to establish a rating of candidates for service and appointments based on the evaluation of all stages of the contest on a five-point scale.

Considerable attention must be paid to the need for optimization of the whole complex of personnel support for the Ministry of Internal Affairs of Ukraine, including the solution for a number of relevant questions that retard the development of the psychological service and reduce its practical benefits. Timeliness and quality of carrying out appropriate measures (especially in psychodiagnostic practice) not only will allow to identify professionally unsuitable individuals, but also will ensure the health and life of police officers during the performance of obligations, will facilitate the restoration and reinforcement of their ability to work, the disclosure and development of abilities, the growth of professionalism, which in general will enhance the image and authority of the National Police of Ukraine in society, as well as will create a solid foundation and will act as a warrantor of compliance of all applicable laws, rules and regulations in the state and society.

SUMMARY

Among the primary tasks of increasing effectiveness of the law enforcement activity the most important is establishment of an effective and efficient system. The system will allow to men the agencies and units of the National Police with employees who have necessary qualities for successful acquirement of the law enforcement profession, and further, to keep their efficiency, to increase reliability, to develop a professional potential. The determinative basis for such effective and efficient system is an appropriate professional psychological selection which is a complex of measures aimed to ensure the qualitative selection of the personnel based on the evaluation of the development level of the necessary psycho-physiological, psychological and personal characterization according to the qualification requirements of the professional activity. Based on the new legislation, in particular, the Law of Ukraine «On National Police» from 2015, Police Commissions were created – a new tool designed to increase the transparency and quality of police recruitment, to provide new opportunities for career development. At the same time, there is a number of gaps and collisions in the legislative acts which regulate the police commissions' activity. That is why the first task is to develop an integrated strategy of personnel selection within the framework of the concept of personnel policy, which will create the necessary conceptual and organizational basis for restoring the balance of professional, socio-psychological and medical-psychological components of professional selection, and will ensure the success of solving tactical tasks for the identification of professionally important qualities and evaluations of professional psychological suitability.

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10. Hromadskist i orhany pravoporiadku: kontrol, monitorynh, spivpratsia / [O. Banchuk, Yu. Hadzhyeva, B. Malyshev, S. Pernykoza, U. Shadska]; Praktychnyi posibnyk. Za zah. red. O. Banchuka. – K.: FOP Moskalenko O.M., 2017. – S. 27-55.

11. Barko V. I., Ostapovych V. P. Strukturovana spivbesida yak zasib vyznachennia profprydatnosti kerivnoho personalu NPU // Pravo i bezpeka. – Kharkiv: KhNUVS, 2017. – № 2 (65). – S. 119-125.

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CHAPTER 8
LEGAL PECULIARITIES AND WAYS TO IMPROVE PROFESSIONAL PSYCHOLOGICAL TRAINING OF POLICE OFFICERS OF THE NATIONAL POLICE OF UKRAINE

Ostapovych V. P.

INTRODUCTION

In the period of exacerbation of the criminal situation in the country, a special attention is paid to the issues of professional training of the police officers, which is accompanied by the extreme workloads. The National Police of Ukraine (NPU) is a central executive authority that serves the society by ensuring the protection of human rights and freedoms, combating crime, maintaining public security and order. According to the Law of Ukraine «On National Police», the *police is responsible* for providing police services in the following areas: the ensuring public safety and order; the protection of human rights and freedoms, as well as the interests of the society and the state; crime prevention; providing assistance services to the persons that need such an assistance for personal, economic, social reasons or as a result of emergencies, in the limits defined by the law[1].

The law states that a police officer is obliged: to comply strictly with the provisions of the Constitution of Ukraine, the laws of Ukraine and other normative legal acts regulating the activities of the police and the oath of the police officer; to perform professionally his/her official duties in accordance with the requirements of normative legal acts, official (functional) duties, overhead personnel orders; to respect and do not violate the human rights and freedoms; to provide an urgent aid, in particular medical and pre-medical assistance, to the persons who have suffered as a result of offenses, accidents, as well as to persons who have been in a helpless condition or a condition dangerous to their life or health; to store the restricted information that has become known to him/her in

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[1] Pro Natsionalnu politsiiu: Zakon Ukrainy vid 02.07.2015 № 580-VIII // Vidomosti Verkhovnoi Rady Ukrainy. 2015. № 40–41 (9 zhovtnia). Stor. 1970. St. 379. URL: https://zakon.rada.gov.ua/laws/show/580-19 (data zvernennia: 07.05.2019).

connection with the performance of the official duties; to inform the immediate head about the circumstances that make it impossible for him to continue his service in the police or to stay at the taken position[2].

It is obvious that the performance of the duties by the police officer requires a legal, psychological and pedagogical knowledge, many special skills, as well as a number of professionally important individual psychological qualities (psychophysiological, intellectual, motivational, characterological, emotional and volitional). The police service takes place under the tense, difficult conditions and it is the integrity and professional skills of the personnel that influence not only on the results of their work, but also on the life and health of the staff. The frequent staying in an aggressive and criminal-oriented environment, the irregular working hours, the access to the weapon and the right to use it, the presence of stressful situations, the increased degree of the risk cannot but affect the adequacy and the speed of reactions, the emotional and volitional state and the functional reserves of the body[3]. Therefore, due to the complexity of the tasks to be solved, the prevailing significance of the legal and moral aspects in the operational and service activities of the police raises the question of the effective professional selection and training for the law enforcement officers.

8.1. Analysis of the latest research and regulatory framework for the professional psychological training of the National Police officers

The experience of the foreign countries (USA, Great Britain, Germany, and Israel) shows that the effective professional training of the law-enforcers necessarily provides for a psychological component. Ukraine has not yet developed its own comprehensive experience of the professional psychological training of police officers. Also, the relevant legal and regulatory framework for such police training has not been developed. The Law of Ukraine «On National Police» does not mention the system of professional psychological training of the police officers. But a professional police officer should not only have the special professional knowledge and skills, but also to be psychologically prepared for the actions in special and extreme conditions, for the communication with

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[2] Pro Natsionalnu politsiiu… Indicated work.
[3] Bandurka A. M., Zemlianskaia E. V. Psikholohiia rukovoditelia: monohrafiia. Kharkov: Zolotaia milia, 2013. 720 s.

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different categories of citizens, for the use of physical force and special means, for the rapid response to the events in a time and risk deficit, etc.[4].

Operational and official activities require from the police officers the development of their personal qualities: the emotional and volitional stability and the formation of their psychological reliability under the influence of stress factors. A big number of the dangerous situations, and sometimes life-threatening ones, requires the workers to be able to possess themselves, quickly assess the complex situations and make the most appropriate decisions that will contribute to more effective tasks implementation, reduction of the emergency situations and personal disruption of the occupational activity among the personnel police units. The inability of the police officer to regulate his mental state and actions leads to the negative, often severe consequences both for himself and for the others. Thus, an important direction to improve the effectiveness of the law enforcement body is to ensure the psychological training of the police officers to the conditions of the professional activity.

The purpose of the officers' psychological training is the formation of the readiness of the police officers to act professionally, competently, clearly, with high working capacity in any difficult conditions of the service activity. The research by the domestic scientists shows that the police officer should have the professionally important individual-psychological qualities necessary for work, among which there are the strength and the lability of the nervous system, courage, distress tolerance, sociability, leadership qualities, high intelligence and creativity. These individual features should be taken into account during the professional selection of the personnel to the police; it is equally important to constantly develop and improve the various components of the psychological

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[4] Barko V. I. Klymenko I. V., Kryvolapchuk V. O. Profilaktyka adyktyvnoi povedinky u pratsivnykiv OVS Ukrainy: navch. posib. Kyiv, 2009. 52 s.; Spetsialna fizychna pidhotovka: navch. posib. / V. O. Kryvolapchuk, M. S. Krymska, S. M. Reshko ta in. Kyiv: Nats. un-t vnutr. sprav, 2009. 209 s.; Psykholohichna ta fizychna hotovnist osobystosti do dii v ekstremalnykh sytuatsiiakh: prakt. posib. / V. P. Ostapovych, V. H. Babenko, L. A. Kyriienko; za red. V. O. Kryvolapchuka. Kyiv: DNDI MVS Ukrainy, 2016. 84 s.; Profilaktyka profesiinoi deformatsii pratsivnykiv orhaniv vnutrishnikh sprav: navch.-metod. posib. / V. O. Kryvolapchuk, S. V. Kushnarov, V. R. Slivinskyi. Kyiv: Nats. akad. vnutr. sprav Ukrainy, 2014. 68 s.; Osoblyvosti nadannia psykholohichnoi dopomohy uchasnykam ATO: posibnyk / Ostapovych V. P., Kyriienko L. A., Kotliar Yu. V., Barko V. V.; za red. V. O. Kryvolapchuka. Kyiv: DNDI MVS Ukrainy, 2017. 163 s.; Aldwin C. M. Stress, Coping, and Development: an Integrative Perspective. Second Edition. New York: Guilford, 2007. 432 p.; Maddi S., Khoshaba D. M., Jensen K., Carter E., Lu J. L., Harvey R. H. Hardiness training for high risk undergraduates // NACADA Journal. 2002. № 22. P. 45–55.

readiness of the police officers to work in the process of implementing their special professional psychological training[5].

The domestic scientists make a point of the development of the issues of psychological training of police officers and the problems of psychological support of the Ministry of Internal Affairs (MIA). The strategy of the system development of the MIA of Ukraine up to 2020 determines the human resources development as one of the priorities of the bodies' activity that should be achieved through the optimization of the departmental system of the education and the improvement of the personnel training procedure, which will meet the demands of the society regarding the National Police staff professionalism.

After all, *the professional activities of a police officer imposes many different requirements*: the professional and psychological orientation of his personality; psychological stability; developed volitional qualities (ability to control oneself in the difficult situations, courage, bravery, reasonable predisposition to risk); well-developed communicative qualities (ability to quickly establish the contact with different categories of people, establish and maintain the trusting relationships); ability to exert a psychological influence on the people in solving various kinds of operational tasks; role skills, ability to reincarnate; developed professional and significant cognitive qualities (professional observation and attentiveness, professionally developed memory, creative imagination); professionally developed thinking, predisposition to intense mental work, intelligence, developed intuition; speed of reaction, ability to navigate in a difficult situation[6].

Over the last years, many scientific studies have been carried out and the methodological, practical manuals and recommendations have been developed for the police officers, police heads, psychologists, human resources department personnel, and these are aimed at providing a psychological support to the activities of the National Police. In works by E. Klimov, the theoretical basis for the study of the psychological aspect of the professional formation of the future law-enforcers during his studies in the higher education institutions is presented. E. Zeier, V. Bodrov,

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[5] Barko V. I. Klymenko I. V., Kryvolapchuk V. O. Profilaktyka adyktyvnoi povedinky Indicated work. P. 25; Spetsialna fizychna pidhotovka… Indicated work. P. 54.

[6] Lapko A. H. Moralno-psykholohichna pidhotovka yak determinanta formuvannia profesiinoi maisternosti pratsivnykiv militsii // Naukovyi visnyk Natsionalnoi akademii vnutrishnikh sprav. 2013. № 2 (87). C. 341–348. URL: http://nbuv.gov.ua/UJRN/Nvknuvs_2013_2_48 (data zvernennia: 07.05.2019).

M. Hlukhaniuk, Ye. Ilin, and O. Borysova have studied the psychological fundamentals of the professional responsibility and the issues of professional and psychological nonconformity compensation. Also, the domestic scientists: V. Barko, V. Babenko. I. Klymenko, Yu. Kotlyar, V. Kryvolapchuk, L. Kyriienko, V. Leftierov, V. Ostapovych, I. Pampura, O. Tsilmak, N. Yarema, S. Yakovenko and others have carried out the scientific researches related to the development of professional and psychological readiness of the police officers to service activity; the formation of psychological and physical readiness of the individual to act in extreme situations; provision of the psychological health to the officers of the National Police; psychological provision of employees from Internal Affairs Bodies (IAB) and militaries from National Guard, anti-terroristic operation participants; the use of psychotechnologies in the practice of staff training of the law-enforcement authorities; studying the psychological aspects of communication with the individuals that are going to make a suicide; research of patrol force actions at the involvement trips, etc.[7].

However, the effective legislative and normative base for the NPU activities does not fully allow implementing relevant tasks of the professional psychological training of the police officers. The Resolution of the Cabinet of Ministers of Ukraine «On Approval of the Regulation on the National Police» stipulates that the National Police shall organize a system of psychological support for the policemen and officers of the National Police and ensure its functioning in accordance with the tasks entrusted. But until now, no relevant normative documents were approved setting the principles of organization, tasks, functions, structure, forms and methods of the service of psychological provision for the National Police.

The analysis of the regulatory framework and the latest research on professional training of police officers and psychological work in the National Police of Ukraine shows that the main documents regulating the organization and holding of the professional and official training of police officers are the *Law of Ukraine as of 02.07.2015 «On National Police»; Resolution of the Cabinet of Ministers of Ukraine as of October 28, 2015 No. 877 «On Approval of the Regulation on the National Police», as well*

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[7] Barko V. I. Klymenko I. V., Kryvolapchuk V. O. Profilaktyka adyktyvnoi povedinky… Indicated work; Spetsialna fizychna pidhotovka… Indicated work; Psykholohichna ta fizychna hotovnist osobystosti… Indicated work; Profilaktyka profesiinoi deformatsii… Indicated work; Osoblyvosti nadannia psykholohichnoi dopomohy… Indicated work.

as the Order of the Ministry of Internal Affairs of Ukraine of January 26, 2016 No. 50 «On Approval of the Regulation on the Organization of Professional Training of the Officers of the National Police of Ukraine»[8].

Let us consider to which extent the indicated legal documents help to solve the tasks of the professional psychological training of police officers.

The article 72 of the *Law of Ukraine «On National Police»* states that the professional training of police officers includes several types of activities, namely: initial professional training; training in higher education institutions with specific learning conditions; postgraduate education; service training as a system of measures aimed at consolidating and updating the necessary knowledge, skills and abilities of a police officer, taking into account the operational situation, specifics and profile of his/her operational activities.

Article 73 of this Law stipulates that the initial professional training of the police officers, who were for the first time recruited to the police service, is carried out with the aim of acquiring the special skills needed for the execution of the police powers; job applicants for the service are required to complete the relevant training programs (plans) approved by the Ministry of Internal Affairs of Ukraine.

The article 74 of the Law «On preparation of the police officers in higher educational establishments with a specific study conditions» provides that the higher educational establishments with a specific study conditions which carry out the preparation of police officers may enroll only those persons who as of December 31 of the admission year will be 17 years old.

Article 75 in the Law determines that for the police officers postgraduate education is mandatory one that is made on general grounds determined by the Law of Ukraine «On higher education» and it consists of: specialization, retraining, advanced training and internship.

With the order of MIA of Ukraine as of 26.01.2016 No. 50, *the Regulations on the Organization of Professional Training of the Officers of the National Police of Ukraine was approved*. Respectively, the definition for the *official training* is given as the system of measures aimed at the

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[8] Pro Natsionalnu politsiiu… Indicated work; Pro zatverdzhennia Polozhennia pro Natsionalnu politsiiu: postanova Kabinetu Ministriv Ukrainy vid 28.10.2015 № 877 // Uriadovyi portal. URL: https://www.kmu.gov.ua/ua/npas/248607704 (data zvernennia: 07.05.2019); Pro zatverdzhennia Polozhennia pro orhanizatsiiu sluzhbovoi pidhotovky pratsivnykiv Natsionalnoi politsii: nakaz MVS Ukrainy vid 26.01.2016 № 50 // Ofitsiinyi visnyk Ukrainy. 2016. № 22 (vid 25.03.2016). Stor. 42. St. 861. Kod aktu 81130/2016. URL: https://zakon.rada.gov.ua/laws/show/z0260-16 (data zvernennia: 07.05.2019).

establishment and update of the necessary knowledge, skills and abilities of the police officer taking into account the specifics and the profile of his service activities that includes: *functional, general specialization, tactical, weapons and physical training*[9].

Some types of the official training, for example, weapons and tactical training provide for the psychological component. Thus, this Regulation states that «lessons of weapons training shall be organized and held in the study groups at the place of service, at the training sessions where it is necessary to take into account the level of training and the psychological qualities of the police officers». Tactical training provides for «the acquisition and improvement of the psychological readiness of the police officers to the actions of different risk stages»; «the acquisition and improvement of the police officer skills concerning the formation of moral and mental toughness to the service tasks implementation in the particular circumstances». However, the mentioned Regulation does not determine the form, methods, technologies and means for task solutions related to the psychological component of the training of police officers.

8.2. Peculiarities of professional psychological training of the police officers

The important aspect of the MIA system reform is the making up a unified policy in the field of departmental education, system optimization of the existing educational establishments, ensuring compliance with the principles of the education continuity and the qualitative combination of theory with practice, creating an efficient and professional human resources core. After all, the professional training is carried out on the basis of higher educational establishments of the Ministry of Internal Affairs with the specific training conditions and establishments (institutions) of the National Police, which operate to provide the organization of appropriate special training of police officers for the first time recruited to the police service, as well as advanced training and retraining of the junior police officer, holding certain types of policemen training.

Order by Ministry of Inner Affairs of Ukraine as of January 29, 2018, No. 51 the *Concept of three-level model introduction for police officers*

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[9] Pro zatverdzhennia Polozhennia pro orhanizatsiiu sluzhbovoi pidhotovky pratsivnykiv Natsionalnoi politsii… Indicated work.

preparation (Concept) was approved. *The purpose* of the *Concept* is to determine the strategic directions, principles and mechanisms aimed at professional training quality improving for police officers based on a three-level model of their training, integrated into the national educational system and capable of preparing police officers for any specialization. The Concept establishes the levels of police officer professional education: *basic, elementary, bachelor and master levels*[10].

Basic level of professional education. The police officers that are recruited to the police service are obliged to receive the primary professional training with the unified study programs (plans) for a period of six months, with the aim of special skills acquiring needed to fulfil duties of patrol police officer. According to the study results, the students get the knowledge on the main principles, methods and means for the development and improvement of the police officers (inspectors) activities; they get the practice of needed toolkit usage to solve the problems in the professional activity. The topics in the normative part of the professional program of initial training for the police officers that are partly related to the psychological training («Tolerance and Non-Discrimination in the Work of the Police officers», «Effective Communication», «Distress tolerance», «Interaction with the Population on the Basis of Partnership», «Prevention of Violence in the Family», «Anti-human-trafficking») but these do not cover the whole spectrum of the necessary knowledge and skills[11].

With the aim of the optimization of professional and psychological selection of the police officers to the National Police of Ukraine that are recruited to the service for the first time, it is expedient to use the complex of valid and safe psycho-diagnostic methods enables the determination of features and peculiarities comprising the structure of professional and psychological readiness to the activity and reasonably reflect the structure of the individual (motivational, capable, characterological, cognitive and operational components): verbal and non-verbal texts of the crystal and free intelligence (R. Amthauer, H. Eysenck, D. Wechsler, R. Kettell),

[10] Pro zatverdzhennia Kontsepsii zaprovadzhennia tryrivnevoi modeli pidhotovky politseiskykh: nakaz MVS Ukrainy vid 29.01.2018 № 51 // LIHA: ZAKON. URL: http://search.ligazakon.ua/l_doc2.nsf/link1/MVS815.html (data zvernennia: 07.05.2019).

[11] Profesiina prohrama pervynnoi profesiinoi pidhotovky politseiskykh, yakykh vpershe pryiniato na sluzhbu v politsiiu na posady politseiskykh (inspektoriv) patrulnoi politsii. Odesa: Odeskyi derzhavnyi universytet vnutrishnikh sprav, 2017. URL: http://oduvs.edu.ua/wp-content/uploads/2018/05/Profesiina-programa-pershopochatkova-patrul-onovleno-07.02-druk.pdf (data zvernennia: 07.05.2019).

professional activity motivation (Ritchie–Martin), tests for determination of strength and lability of the nervous system (tapping test), ITQ characterological questionnaire (L. Sobchik). The proposed complex is expedient to be supplemented with the projective tests on character traits (L. Szondi, H. Rorschach), tests of creativity or divergent thinking (J. Guilford, E. Torrance), methods for the level of emotional intelligence diagnosing, as well as such hardware methods of diagnosing the person's motivation and truthfulness as a polygraph survey[12].

Elementary and bachelor level of higher education. After the expiration of the period of the two-year contract concluded in accordance with the paragraph 1 of part two of the article 63 of the Law of Ukraine «On National Police», which includes the periods of primary professional training and service with a mentor; the issue of the continuation of their service in the police on the basis of an order is under the way of resolution (the sixth part of the article 63 of the Law «On National Police»). The police officers, who have showed a desire of career promotion and have relevant indicators in the field of police activity may be recommended for the training at higher educational establishments of the Ministry of Internal Affairs taking into account the existing level of education.

The process of candidates' selection for the study at higher education institutions with the specific educational conditions is the first stage in the training of police officers. The attention should be drawn to certain legal and organizational gaps in the process of candidates' selection for training at these higher education institutions in 2018, primarily because of the lack of procedure for candidates' selection based on their personal qualities.

The article 51 of the Law of Ukraine «On National Police» states that during the selection and career promotion of the police officers an objective assessment of their professional level and personal qualities should be ensured. During the admission campaign of the previous years, the issue of personal qualities studying of the candidate to a certain extent was solved through a creative contest. But in 2018, this contest for the majors «Law» and «Cybersecurity» was cancelled due to the annex 4 to the Terms of admission to the study at the higher education establishments in Ukraine in 2018, approved by the order of Ministry of Education and Science of Ukraine as of October 13, 2017 No. 1378.

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[12] Profesiino-psykholohichna hotovnist politseiskoho do sluzhbovoi diialnosti: nauk.-prakt. posib. / V. P. Ostapovych, V. I. Barko, V. H. Babenko, L. A. Kyriienko, N. Yu. Yarema, I. I. Pampura; za red. d-ra yuryd. nauk, prof. V. O. Kryvolapchuka. Kyiv: DNDI MVS Ukrainy, 2017. 192 s.

The list of the disciplines (subjects), the time allocated to their learning and the terms of training are determined by the relevant training programs (plans) that are developed by the human resources unit of the National Police apparatus; it is agreed with the relevant structural units of the apparatus of the NPU and approved by the executive management of the Ministry of Internal Affairs. The forms of professional training organization are determined by the institutions, which are carried out in agreement with the staffing unit of the apparatus of the National Police[13].

It should be noted that due to the current legislation, during the candidates selection for the study, their level of general theoretical training (via EIT holding) and the physical aptitude (via reaching of relevant qualifying standards) will be examined; but, their personal qualities and professional motivation like patriotism, loyalty to the people of Ukraine, perseverance, humanity, conscientiousness, willingness and desire under all conditions to protect the rights and freedoms of the citizens remain unnoticed.

The analysis of the educational process organization for higher educational establishments with the specific conditions of studies provides us with the grounds to affirm that there is lack of psychological readiness of the students to work in extreme situations and the inability to overcome the effects of increased stress on the psyche and resist stress inducing factors without changing the level of working ability.

We believe that this problem can be solved by introducing aptitude screening into the selection process for candidates to the higher education establishments in the Ministry of Internal Affairs of Ukraine. This selection should not be an alternative or a substitute for a creative consent, but it should be an organic element of the comprehensive study of the qualities of candidates for study, and to facilitate the enrolment of the persons with the most developed personal and moral qualities[14].

In order to improve the effectiveness of the students' psychological training, it is important to approach it in a complex and systematic way. Today, the psychological training of the future police officers at the higher

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[13] Pro zatverdzhennia Polozhennia pro orhanizatsiiu pervynnoi profesiinoi pidhotovky politseiskykh, yakykh vpershe pryiniato na sluzhbu v politsii: nakaz MVS Ukrainy vid 16.02.2016 № 105. URL: https://zakon.rada.gov.ua/laws/show/z0576-16 (data zvernennia: 07.05.2019).

[14] Sokurenko V. V. Perspektyvni napriamy optymizatsii protsesu vidboru kandydativ na navchannia do zakladiv vyshchoi osvity iz spetsyfichnymy umovamy navchannia, shcho hotuiut politseiskykh // Pidhotovka politseiskykh v umovakh reformuvannia systemy MVS Ukrainy: zb. nauk. pr. III Mizhnar. nauk.-prakt. konf. (m. Kharkiv, 24 trav. 2018 r.). Kharkiv: KhNUVS, 2018. S. 44–47.

education institutions of MIA of Ukraine system is based on the study of the following subjects: psychology, legal psychology, professional and psychological training of the officers of the internal affairs bodies.

Just when studying the last discipline in senior courses using the training technologies, the students are taught to avoid misunderstandings in the process of communication with citizens, correct behaviour in conflict situations, establishing contacts with different groups of the population (children, women, representatives of mass media and civil servants, etc.). But, as the practice shows, the content of these three disciplines is not enough to properly provide the comprehensive professional psychological training, with the use of active forms, methods and teaching techniques. Because the formation of readiness for the performance of complex tasks consists in modelling of the future activities conditions and discussion of optimal actions and their consistency.

Master level of higher education. Police officers with the Bachelor degree and that have occupied the corresponding positions at least for two years with the aim of further career promotion may be recommended for admission to the higher education institution of MIA of Ukraine to get the educational level of Master[15].

Since the police officers often find themselves in the complicated, sometimes dangerous situations of official activities, they are exposed to stress inducing factors, their *psychological training at the education institution of Ministry of Internal Affairs should be aimed at formation of tolerance for: negative factors of the official activities* (tension, responsibility, risk, danger, lack of time, etc.); *traumatic factors that significantly affect the psyche* (sight of blood, corpses, bodily injuries, etc.); *confrontation situations* (the ability to psychologically resist persons who oppose the prevention, disclosure and investigation of crimes, as well as to counteract psychological abuse, manipulation, etc.); *conflict situations in the official activities* (the ability to analyse the internal causes of conflict, to make sense of the objective laws of their occurrence and course, to find the ways to resolve conflict situations; ability to keep one's temper in the psychologically tense situations)[16].

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[15] Nova model pidhotovky politseiskykh. Rezhym dostupu: sait Vseukrainskoi asotsiatsii kadrovykiv. URL: https://www.kadrovik.ua/novyny/nova-model-pidgotovky-policeyskyh (data zvernennia: 07.05.2019).

[16] Yevdokimova O. O. Spetsyfika formuvannia psykholohichnoi stiikosti u politseiskykh u protsesi profesiinoi pidhotovky // Pidhotovka politseiskykh v umovakh reformuvannia systemy MVS Ukrainy: zb. nauk. pr. III Mizhnar. nauk.-prakt. konf. (m. Kharkiv, 24 trav. 2018 r.). Kharkiv: KhNUVS, 2018. S. 63–66.

We also believe that even before the introduction of a new system of three-level training, it is important to ensure the successful functioning of the previous training model for police officers preparation to the level of bachelor of civil youth, which enrolled for study after receiving the complete secondary education. It will allow comparing the quality of different training models and youth adaptation to the police service. Otherwise, it may be a situation where the «new» training system has not yet proved its effectiveness, and the «old» system has already been destroyed.

Thus, the analysis of the current normative framework of the National Police of Ukraine activities certifies that the issues of psychological support do not get a due attention at present. On the NPU web-site, on June 14, 2017 the notification was published that in order to organize a system of psychological support at the National Police of Ukraine, Human Resources Department at National Police of Ukraine has developed a *draft order of MIA «On approval of Provision of organization of system of psychological support of National Police of Ukraine».* However, this provision has not yet been approved in accordance with the established procedure[17].

It should be noted that in accordance with clause 6, part 3 of article 13 of the Law of Ukraine «On National Police» as of July 02 2015, No. 580-VIII, one of the functional and structural components of this body is a special purpose police consisting of the separate Department «Operational and Sudden Action Corps» (KORD)[18]. It should be noted that their professional training shall necessarily include a psychological component as the special purpose police unit should be prepared to operate in difficult conditions and possess the specific skills. We know that the inability of the police officer to regulate the mental state and actions often leads to the negative consequences; the inability to manage own behaviour reduces the possibilities of social and psychological adaptation of a person, it is a serious obstacle in realizing own vital potential. In this regard, the mastering by the special purpose police officers of the techniques and methods of psychological self-regulation is a very topical task.

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[17] Povidomlennia pro opryliudnennia proektu nakazu MVS «Pro zatverdzhennia Polozhennia pro orhanizatsiiu systemy psykholohichnoho zabezpechennia Natsionalnoi politsii Ukrainy»: sait MVS Ukrainy. URL: https://old.npu.gov.ua/mvs/control/main/uk/publish/article/2170580;jsessionid=CC307B6466090A7B5 8556B79F7E23FAA.

[18] Pro Natsionalnu politsiiu… Indicated work.

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8.3. The ways to improve professional psychological training of the police officers at the National Police of Ukraine

Also, the problems associated with the need for development of police officers' psychological skills to maintain emotional stability, confronting stress, improving communication, establishing psychological contact with the citizens, optimization of the socio-psychological climate in the unit teams, counteracting official misuse and corruption in the activities of the police, etc. shall be considered as important. At present, these issues are not properly resolved due to the lack of proper legal regulation.

The formation of psychological readiness in the police officers to act has to be provided based on purposeful and systematic set of activities implemented in the framework of professional and psychological training in police authorities and units. It is believed that the *main task of psychological training* is bringing up a sense of duty, responsibility; providing police personnel with a system of knowledge and ideas about features and conditions of the activity, profession requirements to the individual; prevention of asocial behaviour collective forms; police officers' skills and abilities for special and extreme conditions formation; development of emotional and volitional stability, ability to self-regulate effectively while the situation is complicating; formation of the skills to assess real level of readiness to perform professional tasks, to predict the results of activities, to adjust the actions.

It is believed that in order to improve radically the quality of police officers psychological training and psychological provisions for National Police of Ukraine activities, it is reasonable to fill up the list of service preparation types that are established in the Regulations on Organization of Professional Training for the National Police of Ukraine Employees approved with Order of Ukrainian MIA as of 26.01.16 No. 50 with such a type as professional psychological training of the police officers. Professional psychological training aims at developing general and specific professional skills, knowledge and abilities of a police officer and forming the system quality of the police officer that is *psychological readiness of the individual for professional activities.* It is psychological readiness that is the final result of psychological training and it is long-term state of the personality that is characterized with the mobilization of all psycho-physiological resources of the body, availability of the set of motives, knowledge, skills and personal qualities providing the effectiveness of

certain activities implementation. Psychological readiness is a precondition for any purposeful activities, its regulation, stability and effectiveness[19].

In the *structure of psychological readiness for professional activities,* traditionally the functional interrelated *components* as follows should be highlighted: motivational, cognitive, operational, and personal. Thus, *motivational readiness* to act in terms of special conditions means that a police officer has a special mind set for a certain type of behaviour, reacting and communication in complicated situations, emotional mind set to act in complicated conditions. *The cognitive component* means that police officers know norms of the administrative and criminal procedural legislation necessary for their professional activity, departmental regulating documents, ways to use physical impact, special means etc., psychological methods of impact on the personality and others. *Operational component of the readiness means* that a police officer knows how to communicate, influence the other persons and persuade them, how to act fast and confidently, how to use all the permitted by law measures and means with the aim of prevention and termination of unlawful acts, arrest offenders and others. *Personal side of the readiness* is that a police officer has necessary general and special abilities needed for professional activities; he/she has the intrinsic individual-psychological qualities needed for actions in complicated conditions (in particular, the following ones: communicability, resoluteness, courage, perseverance, stress resistance, steadiness, ability to reflect, empathy, understanding of behaviour and people emotions[20].

Sufficient development of these components and their integral unity ensures high level of readiness of a person for active, independent, creative professional activity. Their insufficient development certifies the readiness formation process is not completed; that is has medium or low level. Formation of professional readiness is carried out in the process of scientific and practical activity that might be aimed at satisfaction of individual needs. This process does not involve establishment of ready-made motives and goals during the training. Gaining experience in educational and practical situations is important for a future specialist, these should be oriented on the obtaining of professionally meaningful knowledge, skills and abilities.

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[19] Profesiino-psykholohichna hotovnist politseiskoho do sluzhbovoi diialnosti… Indicated work.
[20] Profesiino-psykholohichna hotovnist politseiskoho do sluzhbovoi diialnosti… Indicated work.

Researchers believe that the professional psychological training of a police officer should be carried out in three *stages*: the stage of early formation of readiness for action in special and extreme conditions; the stage of direct formation of readiness for action in special and extreme conditions; the stage of maintaining readiness in the process of complicated tasks performing[21].

An important component of the professional psychological training of police officers is formation of *psychological competence.* The psychological competence is the ability of an individual to use the structural knowledge system about the human as a personality, labour subject and a person in both the own life activity and professional or other interactions effectively. The high level of psychological competence provides successful activities and interaction in the relations of «human-human», «human-team», «human-bigger social groups»[22].

In the process of professional activity, the police officers develop such *components of psychological competence as resilience* (responsibility, discipline, knowledge of the difficulties in problems solution and persistence in their overcoming, self-control, resistance to unforeseen risk); *professional and managerial qualities* (observation, professional thinking, will, readiness to act in difficult conditions); *professional and psychological skills* (knowledge of the operational and service activities psychology, tendency to identify, assess and record the subjective aspects of the operational and service activities, knowledge of the offenders behaviour, ability to communicate with citizens in difficult and conflict situations, ability to organize personal work)[23].

Professional psychological training of a police officer is a long process that starts at the initial vocational training stage and continues throughout all the professional activities. Psychological training programs for the police officers are usually developed by scientists; direct psychological training is carried out by the practical psychologists of police units and managers in the course of psychological support of

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[21] Yurydychna psykholohiia: pidruchnyk / Aleksandrov D. O., Androsiuk V. H., Kazmirenko L. I. ta in.; za zah. red. L. I. Kazmirenko, Ye. M. Moiseieva. Kyiv: KNUVS, 2007. 360 s.

[22] Tsilmak O. M. Profesiohenez kompetentnosti fakhivtsiv kryminalnoi militsii: teoriia ta praktyka: monohrafiia. Odesa: RVV ODUVS, 2011. 432 s.

[23] Toporkova I. V. Psykholohichna hotovnist politseiskykh u roboti zi zlochyntsiamy // Pidhotovka politseiskykh v umovakh reformuvannia systemy MVS Ukrainy: zb. nauk. pr. III Mizhnar. nauk.-prakt. konf. (m. Kharkiv, 24 trav. 2018 r.). Kharkiv: KhNUVS, 2018. S. 120–123.

training and professional activities of the police officers[24]. Professional psychological training shall be carried out by conducting educational and practical classes using interactive technologies and teaching methods (trainings, business games, psychodrama, brainstorming, case studies, barrier line testing, etc.). Such training provides for the participation of psychologists in carrying out targeted instruction for the police officers that are to serve in the extreme conditions (joint detachments that are sent to the anti-terrorist operation zone, involved to protect public order during the mass events, etc.).

For the formation of psychologically important qualities in classes while professional psychological training of the police officers, the following may be used: psychodiagnostics means (conversation, testing, automated psychodiagnostic complexes); trainings on the development of professional memory, attention and observation; psychophysical training on overcoming obstacles (complications, barriers, labyrinths); ideomotor training; trainings using elements of unexpectedness, time deficit, noise and fire effects (moral and psychological stripe); trainings on the situations development related to perception of suffering, blood, injuries, damages, deaths; learning the principles of autogenous training; trainings on self-induction, self-persuasion, mood; situational-shaped auto-training (SSAT) (imaginary transfer by the employee of the necessary individual value qualities and situations that he/she managed to solve).

The expediency of the practical classes, trainings is conditioned by existence of psychological patterns: a person who has repeatedly got into difficult conditions and coped with them, has a better chance to get out with honour from another extreme situation than one who has never got into them. In addition to the training sessions, the forms of professional psychological training include: psychological lectures, seminars, psychological informatization, psychological modeling. Reflection is a compulsory element in summarizing the results of professional psychological training[25].

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[24] Osoblyvosti nadannia psykholohichnoi dopomohy uchasnykam ATO… Indicated work; Aldwin C. M. Stress, Coping, and Development: an Integrative Perspective… Indicated work; Maddi S., Khoshaba D. M., Jensen K., Carter E., Lu J. L., Harvey R. H. Hardiness training for high risk undergraduates… Indicated. work.

[25] Shvets D. V. Psykhichna stiikist pratsivnyka politsii yak osnova hotovnosti do sluzhbovoi diialnosti v ekstremalnykh sytuatsiiakh // Osobystist, suspilstvo, zakon: psykholohichni problemy ta shliakhy yikh rozviazannia: tezy dop. Mizhnar. nauk.-prakt. konf., prysviachenoi pamiati prof. S. P. Bocharovoi (m. Kharkiv, 30 berez. 2017 r.) / MVS Ukrainy, Khark. nats. un-t vnutr. sprav; In-t psykholohii im. H. S. Kostiuka Nats. akad. ped. nauk Ukrainy; Konsultatyvna misiia Yevropeiskoho Soiuzu v Ukraini. Kharkiv: KhNUVS, 2017. S. 226–229.

In the process of professional psychological training, it is also important to ensure the functioning of psychotraining complexes, organization and conducting of trainings on topical for the police activities, aimed at forming the necessary professional, behavioural and communicative skills, readiness to act in various working situations, and practical training of the typical professional tasks by the police officers. The important factor of this work is study of the advanced international experience on effective forms and methods in the professional psychological training; introduction of modern up-to-date psychological methods of teaching into practical work of the National Police psychological support the system. We also consider it expedient to develop the «Comprehensive program for organization and holding of the professional psychological training of the National Police of Ukraine police officers» that would be approved and implemented by the relevant Order of the Ministry of Internal Affairs of Ukraine and would provide for the principles of organization, purpose, tasks, methods and means for implementation.

The professional training of the police personnel requires implementation of the active teaching methods. A significant experience in using training technology is available abroad. The foreign practice testifies to the widespread use of trainings, in particular in the US, Germany, Great Britain, where the system of compulsory police, communication, anti-stress and other trainings has been created. Thus, in the US police training of verbal and non-verbal forms of communication is found. It is based on the formation of police communication skills that could help to prevent conflicts solution by force in the service sector. The same form of police training was introduced in the mid-1990s in Bavaria. As the experience and analysis of studies conducting testify, together with the main tasks for the police officers to obtain practical skills for confronting stress, improving their communication, optimizing the socio-psychological climate in the groups of police units, they also made it possible to reduce the level of injuries in the police[26].

In our opinion, it is possible to distinguish three main *stages of the psychological training for the police officers*:

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[26] Lyhun N. V. Profesiino-psykholohichna pidhotovka pratsivnykiv orhaniv vnutrishnikh sprav: osnovy ta shliakhy optymizatsii // Visnyk Natsionalnoi akademii Derzhavnoi prykordonnoi sluzhby Ukrainy. 2013. Vyp. 2. URL: http://nbuv.gov.ua/UJRN/Vnadps_2013_2_23 (data zvernennia: 07.05.2019).

– increase of the resilience of the national police employees to the action of stress factors and their combinations that are typical for the national police;

– employees psychological qualities development, formation of special features, skills, abilities contributing to the highly efficient performance of all the professional actions in the complicated circumstances of the operational activities;

– maintaining the constant readiness of the police officers to accomplish a difficult task.

The first stage is characterized with the formation and increasing resilience in police officers. The second stage consists in modelling the future activity conditions, the discussing of optimal actions and their consistency. The stage allocating for readiness support in the process of complicated task implementation is conditioned by high-probability changes in the situation; new difficulties arising as well as obstacles, which require accustoming. This testifies that the psychological service has no methodological tools in its activity, no programs for the development of emotional and will stability and self-control; prevention of the destructive emotional state in the National Police employees.

Therefore, the actual task of psychologists is to develop the programs for psychological training of workers for self-regulation based on the research of destructive emotional states arising in extreme situations for police officers. Necessity to create this program is stipulated with the existence of interconnection between peculiarities of the psychological state and the effectiveness of employees' actions in the dangerous conditions while performing the work task in the professional activity.

We believe that the important task is to approve in the established order the «Provision of organization the system of psychological providing for the National Police of Ukraine», which has to regulate the issues of the organization, planning and control of the psychological providing system, to determine the principles, tasks, functions and the directions for its implementation, methods, techniques and work means, accounting forms, issues concerning the material and technical provision, the order or interaction and the power of the psychologists, managers for the authorities and the National Police units, other officials involved in the implementation of psychological job tasks.

CONCLUSION

Hereby, currently in Ukraine there is no legal basis for the professional psychological training of the police officers. Therefore, the development of a number of legal acts is an urgent task, and these acts might regulate the issues related to the organization and holding of this such officers preparation and inclusion of the bigger number of psychological subjects to the curriculum of higher education establishments at MIA of Ukraine. It is expedient, first of all, to fill up the list of service preparation types that are established in the Regulations on Organization of Professional Training for the National Police of Ukraine Employees approved with Order of Ukrainian MIA as of 26.01.16 No. 50 with such a type as professional psychological training of the police officers. It is also expedient to develop the «Comprehensive program for organization and holding of the professional psychological training of the National Police of Ukraine police officers» that would be approved and implemented by the relevant Order of the Ministry of Internal Affairs of Ukraine. Before entering the higher education institution, apart from EIT conclusion and relevant physical standards, it is expedient to introduce the process of the professional and psychological selection for entrants. «Provision of organization the system of psychological providing for the National Police of Ukraine» may become an important regulatory document aimed at the improvement of psychological preparation of the personnel at the National Police of Ukraine and which would be approved and implemented by the relevant Order of MIA.

SUMMARY

The analysis of the scientists' recent researches and the foreign experience concerning the components of professional psychological training of the police officers at the National Police of Ukraine is carried out. The structure of the legal and regulatory framework on the subject has been studied in detail. The features of the professional psychological training of police officers at all the levels were considered: selection, elementary, bachelor, master and in the process of official activity. The components and the drawbacks in this process have been studied; the possible ways of their solution were offered. The peculiarities of the procedure for introduction of these proposals are described.

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CHAPTER 9
ATTITUDE OF YOUNG PEOPLE TO THE CRIMINALITY PROBLEM AND THE POLICE'S ACTIVITIES TO COUNTERACT IT: SOCIAL AND PSYCHOLOGICAL ASPECT

Kulyk O. H.

INTRODUCTION

Effective crime counteraction in a society is impossible without taking into account the population's attitude to this problem, its assessment of the police's activities aimed at counteracting such phenomenon. Such knowledge allows drafting adequate policy to counteract crime in the country, improving the forms and methods of the police bodies' work, and conducting the task-oriented cultural and education activities among citizens.

The best way to receive the mentioned information is a selective population survey on the mentioned issues. The best-known and the most world wide spread selective population surveys on the problem of crime are the crime victimisation surveys, conducted in order to find citizens who became victims of certain types of crime and find out the results of their contacts with the police in this regard. The first large-scale survey of a kind was conducted by the American occupying authority on the Sicily in 1943.[1] Since the 1970th, the victimisation surveys have been conducted annually or regularly (each 2 or 3 years) in a number of countries such as the US, UK, Germany, the Netherlands, Switzerland, Russian Federation, etc. and worldwide under the auspices of the United Nations Interregional Crime and Justice Research Institute (UNICRI).[2]

Numerous population surveys are also conducted on more general issues concerning the essence of crime, its causes, the crime problem importance for the society, fear to become a crime victim, etc. In particular, the issue of the relevant content is regularly being cleared up in

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[1] Royband K.H. Ot isterii vokrug prestupnosti k normalnomu sostoyaniyu? // Sotsiologicheskie issledovaniya. 2001. № 11. S. 77.

[2] Jan van Dijk, John van Kesteren, Paul Smit. Criminal Victimisation in International Perspective. Key findings from the 2004-2005 ICVS and EU ICS. 2007.

the course of the *Ukrainian Society: Monitoring of Social Changes* annual monitoring survey conducted by the Institute of Sociology of the National Academy of Science of Ukraine.[3]

Based on the study of the mentioned experience by a research team led by the author, there was started a selective monitoring survey of the Kyiv students, which has discovered both the victimisation and general issues of the attitude of young people to the problem of crime and the police's activities aimed at counteracting it.[4] Since 2002, the survey has been conducted annually and involved 4 to 5 non-legal higher education institutions. On the average, 481 respondents take part in the survey every year. Sampling was two-tiered, random and based on the principle of maintaining the distribution quota of the Kyiv universities' students with respect to sex and age. The applied survey method was filling in the questionnaires by respondents themselves. The sample proportions generally matched the proportions of statistical population (the students of the Kyiv based universities and colleges), calculated in reliance on the data of the Kyiv Head Department of Education and the Kyiv City Department of Statistics.

The key findings of the surveys conducted during 2002-2017 are as follows.

9.1. Fear of Crime, Victimisation Degree and Character

Distribution of the respondents' answers to the question on the crimes they are afraid to suffer from are presented in table 1. During the period in question, a larger portion of the respondents were afraid of brigandage (the average rate of the respondents who gave such answer is 49.7%). Then, according to the frequencies of mention, there are assassination attempt (47.7%), rape or attempted rape (46.2%), pickpocketing (44.4%) and robbery (40.0%). In other words, a group of crimes that cause anxiety of a substantial number of the respondents includes offences of two types, i.e. offences that may cause a grievous harm to a victim's life and health (assassination attempt, brigandage, rape or attempted rape) and offences most frequently suffered by young people (pickpocketing, robbery).

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[3] Ukrainske suspilstvo: monitorynh sotsialnykh zmin. Vypusk 3 (17) / Holovni redaktory d.ekon.n. V.M.Vorona, d.sotsiol.n. M.O.Shulha. Kyiv, 2016.

[4] Kulyk O.H. Zlochynnist v Ukraini: tendentsii, zakonomirnosti, metody piznannia: Monohrafiia. Kyiv, 2011. S. 203-216.

Table 1

List of crimes the respondents were afraid to suffer from most of all (% of the total number of the respondents)

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Assassination attempt	13.4	14.1	15.5	43.5	48.9	54.7	55.9	55.7	49.9	58.9	53.3	64.2	61.9	56.4	55.3	62.2
Brigandage	37	26.2	31.6	49.6	58.3	56.7	58.4	56.3	47.9	55.3	53.8	58.9	52.3	48.1	51.1	53.7
Rape or attempted rape	40.5	32.2	19.6	42.4	55.2	50.1	54	52.5	48.1	54.1	55.3	51.6	53.8	40.5	45.8	43.2
Street and transport pickpocketing	69.4	61.6	52.5	40.6	38.7	42.5	39.5	39.7	36.8	42.3	48	36.6	42.5	36.2	39.6	43.4
Household burglary	35.4	27	20.7	29.2	32	35.3	38.9	38.9	31	35.4	33.5	39.6	39.5	35.5	39.6	37.1
Robbery	41.6	41.3	40.7	47	57.5	38.7	38.4	38	31	36.6	38.7	36.6	39.9	35.1	35.8	42.6
Road traffic offence that caused medium bodily harm or more severe consequences[1]	-	-	-	-	34.5	39.9	45.4	36.1	35.5	40.9	43	35.6	35.1	31.4	35	41.5
Fraud	25.5	13.6	11.4	18.3	14.9	23	21.4	18.1	18.4	24.8	27.7	24.8	25.9	23.5	23.7	29.7
Disorderly conduct	41.8	36.6	36.4	29.5	41.7	27.1	26.7	27.3	24	27	28.6	29.9	28.9	22.2	22	29
Car theft	14.8	10.6	9.7	12.2	19.6	26.5	25.4	18.5	18.4	20.9	20.2	22.4	18	21.6	20.8	24.2
Demanding bribe	21.3	23.3	28.5	17.7	17.4	18.4	14.1	19.7	20.2	22.8	21.3	28.5	28.5	22.4	20.1	25.1
Theft at a summer house (garden plot)	10.9	11.4	8.5	9	5	10.6	9.9	7.1	8.4	9.1	9.2	11.8	12.8	9.2	13.1	11.3

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[5] The data regarding certain years is missing hereunder as some responses were later included in the questionnaire.

The next group comprises the criminal offences, 30% to 39% of the respondents to the survey are afraid to suffer from. These are road traffic offences causing medium bodily harm or more severe consequences (37.8%), household burglary (34.4%) and disorderly conduct (29.9%). A relatively lower number of those who was afraid to suffer from the first two crimes is determined by the fact that certain portion of the students, due to their young age and social standing, do not have any own cars and/or flats yet. As for the cases of disorderly conduct, the harm resulting from such offences is probably treated by young people as not too material.

Almost one fifth of all respondents are afraid to become victims of the next group of crimes. Such offences include bribe demands (21.8%), fraud (21.5%), and car theft (19.0%). In other words, these are the offences committed in criminal situations in which young people find themselves not often.

There is a very low rate of the students who are afraid of the possibility to suffer from theft at a summer house or garden plot (9.8%). Probably most of the students neither have any such property nor believe there is anything of value there.

It should be noted that in the mentioned period there were material changes in percentages of the respondents who expressed fears that they could suffer from certain criminal offences. There was a substantial growth in the rate of those who were afraid of the offences such as assassination attempt (13.4% in 2002, 43.5% in 2005, 64.2% in 2013, 62.2% in 2017), brigandage (37.0% in 2002, 49.6% in 2005, 58.9% in 2013, 53.7% in 2017), car theft (14.8% in 2002, 12.2% in 2005, 22.4% in 2013, and 24.2% in 2017). Instead, there has been observed a reduction in the percentage of individuals who were scared of the possibility to suffer from pickpocketing (13.4% in 2002, 43,5% in 2005, 64.2% in 2013, 62.2% in 2017) and disorderly conduct (41.8% in 2002, 29.5% in 2005, 29.9% in 2013 and 29.0% in 2017).

These data show that there are changes that take place in the students' minds in relation to the offence gravity assessment criteria. In recent years, the gravity of offences has been becoming more important for them.

The mentioned conclusion confirms the comparison of the 2017 survey findings as for the criminal offences the respondents are afraid to suffer from and the offences they have actually suffered from this year (fig. 1).

In 2017, a larger portion of the victims among the respondents to the questionnaire suffered from the bribe demands (8.0%), pickpocketing (7.9%) and disorderly conduct (7.6%). At the same time the highest percentage of the respondents comprises students who are afraid to become victims of assassination attempts (62.2%), assaults (53.7%) and rape (43.2%).
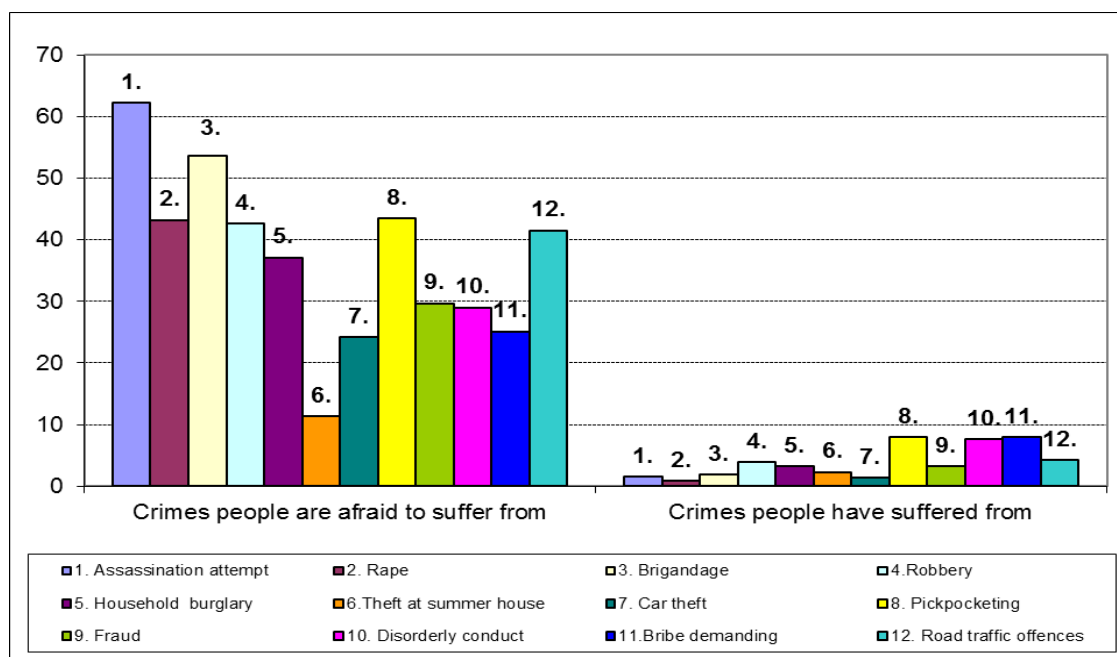

Fig. 1. Comparison of the portions of the respondents who suffered from certain criminal offences in 2017 with the portions of individuals who were afraid to suffer from them (in %)

The criminal offences, which the respondents were afraid to suffer from, as listed by women practically coincided with those listed by men. A material difference was only observed in relation to rape that was in average referred to by more than 70% of women and 12.5% of men, which is absolutely normal. The portion of the women was also considerably larger among the individuals who expressed fears in relation to robberies (on the average 43.8% of women and 34.1% of men), household burglaries (39.5% and 29.9%) and pickpocketing (43.7% and 35.9%).

In order to receive data for the assessment of the victimisation degree of the respondents (the number of people who suffered from crimes during

the last year), they were offered to answer a question: «Were you a victim of any crime last year?"

According to the findings shown in figure 2, the victimisation degree of the Kyiv students is high. This assertion is fair even taking into account the limited nature of the surveys, potential errors of the respondents in their assessment of the wrongful acts committed against them.

Instead, there can be observed a trend towards a gradual reduction in the portion of the respondents to the survey who alleged that they became victims of crimes in the previous year. In 2002-2005, the average percentage of such individuals accounted for 50%, and in 2006-2010 it dropped to 27.1%, while in 2011-2014 it was generally growing and reached 34.8% (in 2014, it made up 42.7% which has been the highest index since 2006). During the last three years in the period of analysis, the proportions of the students, who suffered from crimes committed against them, were the lowest for the whole period of survey and amounted to 25.8%, 23.2% and 29.8%, respectively.
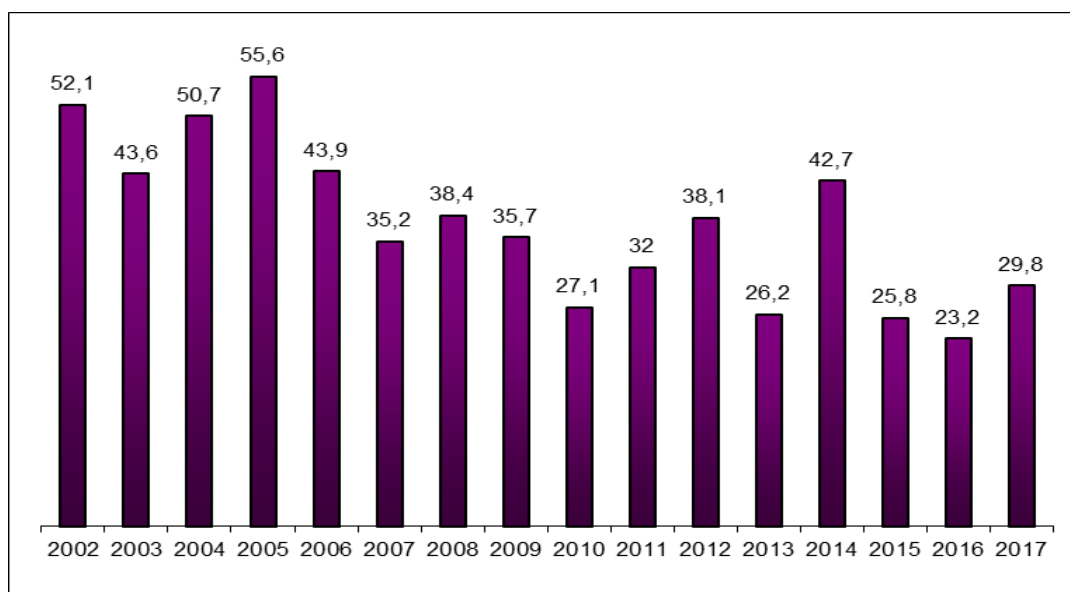

Fig. 2. The percentage of the respondents who alleged that in a year preceding the survey they suffered from an offence committed against them (in % of the total respondent number)

It should be noted that a substantial portion of those who became victims during a year, suffered crimes more than once (tab. 2).

Table 2

**Distribution of the victimised respondents per number
of crimes committed against them during a year
(% of a total respondent number)[6]**

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2015	2016	2017
1	35.2	40.3	33	43.2	40.9	43.6	40.7	35.4	44.2	42.4	45.5	46.6
2	24.6	23.3	25.6	22.4	19.3	21.5	21.6	20.2	20.2	24.6	20.9	19.9
3	14.6	11.9	9.1	13.7	11.7	9.4	11.1	10.1	12.4	12.7	16.4	11.8
4	6.3	5	4	5.5	8.2	8.1	6.2	7.3	6.2	5.1	5.5	8.7
5	6.6	3.8	5.7	2.2	4.1	2.7	1.9	5.6	4.7	1.7	3.6	3.7
6	4	3.8	3.4	3.3	6.4	3.4	5.6	8.4	1.6	4.2	2.7	1.9
7	1	1.9	2.3	3.3	1.8	1.3	1.9	4.5	4.7	3.4	0	1.9
8	1.7	1.9	1.7	2.2	0.6	2	1.2	1.1	1.6	2.5	1.8	0.6
9	1.3	1.3	2.8	1.1	2.3	4	1.2	0	2.3	0	1.8	1.2
10 and more	4.7	6.9	12.4	3.1	4.7	4.1	8.6	7.3	2.4	3.4	1.8	3.7
Total individuals who suffered from crimes	100	100	100	100	100	100	100	100	100	100	100	100

As expected, most of them were the individuals who suffered from crimes once only. Their average proportion of all the victims of the offences was 37.8%. There can be observed a further trend towards reduction in the proportion of the individuals who suffered from crimes in terms of the growing number of such cases. The individuals who became victims of two crimes accounted for 20.5% of all the victims, those who suffered from three crimes made up 11.4%, victims of four crimes accounted for 6.2%, those suffered from five ones made up 3.9%, and victims of six crimes made up 4.2%. All in all, they make up 84% of all the crime victims. Most of remaining 16% probably erroneously assessed the situations that happened to them or provided inaccurate data in general. It could make sense to establish, in the course of survey, the circumstances of each criminal offence as alleged by the respondents, but this will need significant changes in the questionnaire and switching, for purposes of survey, to an in-depth interview method, which will substantially complicate the monitoring research.

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[6] There is no information hereunder in relation to some indicators for the period of 2002-2004 and 2014.

The analysis of the questionnaire survey findings shows (fig. 3) that in 2012, the percentages of women and men, who suffered from crimes, of all respondents of the relevant sex, were almost the same and prevailed by turn. In the recent six years, the proportion of women who became crime victims of a total number of the surveyed women was higher than the same indicator for men.
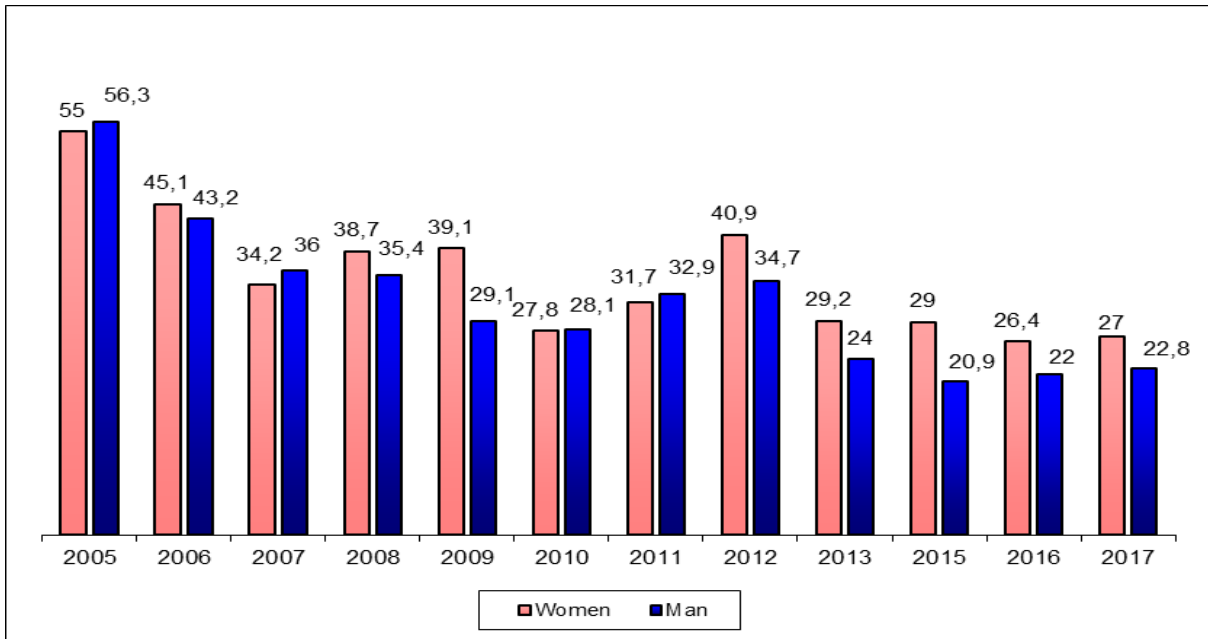

Fig. 3. The percentage of the surveyed women and men who alleged that a crime was committed against them during the last year (% of the total number of the respondents of relevant sex)

The structure of the respondents who suffered from crimes, per types of crimes is set out in table 3.

Generally, this structure is quite customary, but the figures of the individuals victimised as a result of crimes of certain types have dramatically changed. In most cases the respondents became victims of pickpocketing. On the average, 15.1% of the respondents recognised that they suffered from this crime. The proportion of the individuals suffered from this crime on the average accounted for around 20% in 2002–2008, in 2009-2014 it made up 13% and dropped to 8%-9% in the last three years of the mentioned period.

Table 3

Degree of the Kyiv students' victimisation resulting from crimes of certain types (% of the total respondent number)

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Pickpocketing	20.6	20.1	18.4	23.6	19.7	17.2	18.7	14.5	10.3	12.5	17.4	8.3	14.8	8.7	8.6	7.9
Bribery	11.4	10.2	14.3	13.9	9.5	9	8.6	10.9	6.3	8.1	10.4	8.1	15.7	6.3	3.9	8
Disorderly conduct	12.8	9.2	14.1	13.6	4.4	8.8	7.3	9.4	6.1	9.1	11.3	7.1	13.6	6.3	4.3	7.6
Robbery	5.4	6.4	11.4	10.4	10.5	7.8	6.7	5	4.4	4	6	5.1	8.2	5	3.1	3.9
Theft from a car, theft of money or things at work	-	-	-	8.9	5.8	5.2	8.6	6.9	4.4	4	6.4	3.2	5.2	4.8	2.7	4.3
Road traffic offences	-	-	-	7.1	7.7	6.6	5.4	5.5	2.8	5.4	5.7	3.6	5.6	1.7	3.1	4.2
Thefts at summer house	6.7	3.7	6	9	6.7	3.4	4.3	3.6	4.1	4	5	2	5	1.5	1.7	2.3
Fraud	12.3	5.7	5.4	5.4	2.5	3.6	4	3.5	2.2	3	4.9	3.7	6.1	2	3.2	3.2
Violent infliction of medium bodily harm and minor bodily harm.	7.6	4.9	6.8	3.9	2.6	3.2	2.5	2.7	2.6	1	2.8	1.6	3	2.4	1	1.9
Household burglary	3.1	3.5	4.6	4.1	4.2	3	3.8	3.4	2.7	2.8	1.5	2.2	3.8	2.4	2.1	3.2
Brigandage	3.6	3	3.9	4.8	5.1	3.2	2.7	1.5	2.6	2.2	2.5	1.8	2.7	2.6	0.8	1.9
Rape, attempted rape	5.6	3.7	1.5	3.7	1.7	1.4	0.6	1.7	0.4	0.8	1.7	0.4	1	1.1	0.2	0.9
Assassination attempt	1.6	0.7	1.9	0.9	2.5	1.2	1.1	1.7	0.9	1.8	1.9	1.2	1.8	1.7	1.2	1.5
Car theft or carjacking	3.1	0.3	1.2	1.8	2.5	1.2	1	1	0.7	1.2	0.2	1.2	2.3	2.2	0.4	1.3
Violent infliction of grievous bodily harm	1.6	1.2	2.1	0.9	1.7	1.6	0.8	1.1	0.7	0.6	0.7	0.2	0.6	0.7	0.4	0.8

The second most frequent type comprises the instances of bribery (bribe demanding, bribe offering under pressure, etc.). On the average, 9.7% respondents suffered annually as a result of such offences. Material fluctuations were the main feature characterising the number of victims from such offences. The highest victimisation indices were registered in 2004 (14.3%), 2005 (13.9%) and 2014 (15.7%), whereas they were the lowest in 2016 (3.9%), 2010 and 2015 (6.3% in each one). In general, in the analysed period, there was observed a trend towards a moderate reduction in the number of individuals who suffered from such offences. An average proportion of the respondents who became victims of such offences in 2002-2009 accounted for 11.0%, whereas in 2010 – 2017 it was 8.4%.

Students frequently became victims of disorderly conduct. On the average, 9.1% of the respondents suffered annually as a result thereof. Similarly to the two abovementioned types of crime, there can be observed peaks in victimisation growth in 2004, 2004 and 2014 (12.8%, 14.1% and 13.6%, respectively). In other years, these indices were very insignificant: 4.4% in 2006, 6.1% in 2010 and 4.3% in 2016. In the second half of the monitored period there was a reduction in the indices of victimisation resulting from this crime, notably in 2015-2017 (6.3%, 4.3% and 7.6%, respectively).

According to the statistics, people of young age are frequently involved themselves in robberies and brigandage attacks, and they frequently become victims of such conduct. The average indices of the individuals wronged by these crimes accounted for 6.5% and 2.8%, respectively. The proportion of the individuals who suffered from robberies increased in 2002-2004, from 5.4% to 11.4%, and exceeded 10% during the next two years. During the next five years, this index was continually decreasing and reached 4.0% in 2011, in 2012-2015 it fluctuated between 5% and 8%, and in 2016-2017 it reduced and accounted for 3.1% and 3.9%, respectively. Similar dynamics was also characteristic of robberies, but the percentages of such crime victims were not affected by such material fluctuations. In 2002-2006, the relevant indicator increased from 3.6% to 5.1% and in 2017 – 2015 it on the average accounted for 2.4%; it dropped to 0.8% in 2017 and accounted for 1.9% in 2018.

A number of respondents suffered from the thefts from car, thefts of money or things at work (an average proportion is 5.4%). During 2005-2007, the average proportion of individuals who suffered from this crime

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accounted for 7.1%, having decreased to 4% during the next two years, and fluctuated close to average 4.4% in 2012-2017.

On the average 5.0% of the respondents mentioned that they suffered as a result of road traffic offences. The number of victims from such offences is also characterised by a trend towards reduction. In 2005-2007, the proportion of such individuals accounted for 7%-8%, whereas in 2008-2014 it was mostly at the level of 5%; it reduced to 1.7% in 2005 and in the last two years it accounted for 3.1% and 4.2%, respectively.

On the average, 4.4% of the respondents noted that they were victims of fraud committed against them. There was observed a dramatic difference between the indices at the beginning of the monitored period, when there was a peak in mass frauds against citizens, and same in the next years. In 2002, the proportion of the fraud victims accounted for 12.3%, during the next three years, it exceeded 5%, whereas it fluctuated close to the level of 3% in 2007-2011 and grew to 6.1% in 2012-2014, but it decreased again in recent years and accounted for 3.2% in 2017-2018.

A notable number of the respondents recognised that they were victims of thefts from summer houses (4.3% on the average) and household burglaries (3.2%). In 2002-2007, the average percentage of the summer house theft victims was high and accounted for 6.4%, in 2008-2012, their level was 4% and it seriously fluctuated between 2% and 5% during the next five years. The victimisation indices of household burglaries were relatively stable in 2002-2009 (3%-4%); the average proportion of the victims of that crime was equal to 2.6% during the next few years and annual deviations from the average one were insignificant.

The car thefts and carjacking offences were committed rather seldom against students. The average rate of the respondents who suffered from this crime is 1.4%. The annual data fluctuated between 0.2% in 2003 to 3.1% in 2002. In 2017, the victimisation level of that offence accounted for 1.3%.

The percentages of the individuals victimised by grievous violent offences were insignificant and dramatically dropped during the period in question. In particular, the proportion of the rapes and attempted rape victims accounted for 5.7% in 2002, and it was on the average 3% during the next three years, in 2007-2015 it accounted for 1.1% and less than 1% in the last two years. In 2002-2009, on the average 1.4% of the respondents suffered from wilful infliction of bodily harm, and their 2010-2017 index accounted for 0.6% (it was 0.4% in 2016 and 0.8% in 2018). In contrast to the victims of the preceding two types of criminal offences, the proportion

of the individuals who suffered from the assassination during these years was rather stable and on the average accounted for 1.5%.

9.2. Assessment of criminal situation
and the police's activities aimed at counteracting it

The respondents were offered to assess the character of the criminal dynamics in Kyiv in a preceding year. As is seen from figure 4, the majority of the respondents believed that criminality increased in the mentioned period. In 2002-2007, the percentage of the individuals who share this opinion decreased from 48% to 35% and grew to 55% in 2008, whereas it dropped again during the next three years, to 36%. In 2012-2013, this index grew to 59%, but decreased in 2014-2017; however, it accounted for more than half of all respondents. It can be asserted that the majority of the respondents assessed the criminal dynamics in the city as unfavourable.
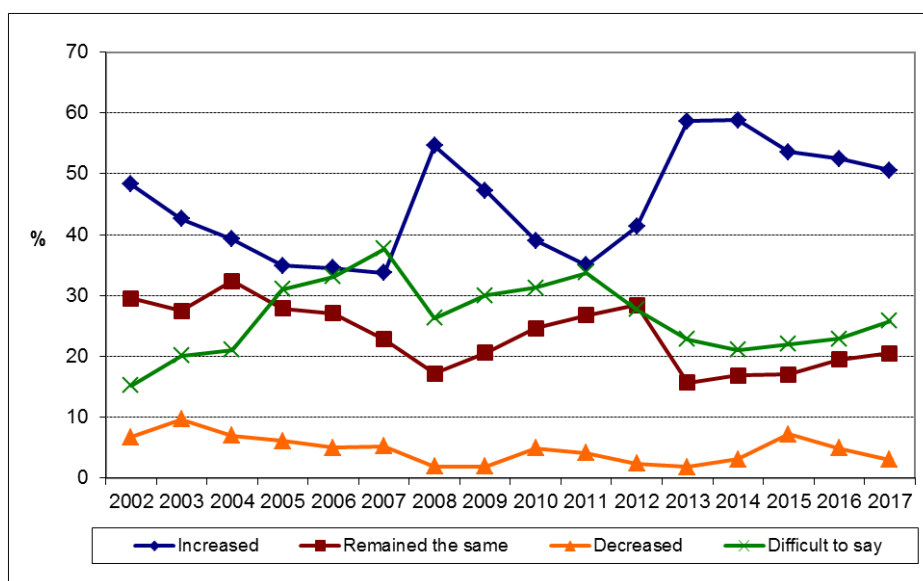
**Fig. 4. Distribution of the respondents' answers to the question
"What is your opinion – did the criminality grow in Kyiv
in the current year?" (in %)**

The proportion of the individuals, believing that the last year crime rate remained unchanged in the city, accounted for 15% to 30% in different years. In 2013-2017, it varied insignificantly and accounted for 16%-20%.

The proportion of the respondents who supported the allegation that the crime rate had dropped, was insignificant and did not exceed 10%.

It is necessary to point out to a considerable rate of the respondents (on the average 30% of all people in the survey), who were unable to answer this question. Probably for the lack of reliable information on this issue, they did not want to form assessment based on own impressions.

It should be noted that the students' assessments did not correspond to public statistics in terms of the crime dynamics in the city. For example, according to statistics, the number of registered crimes dropped in Kyiv in 2004, 2006, 2007 and during 2017-2018. Instead, most respondents believed that the criminality in the city grew in these years and 20% to 30% of the respondents believed it remained the same.

These data show that official information on the numbers of registered crimes does not come to the respondents' possession or they are immune to it. Maybe their opinion on the criminal situation in the city was largely influenced by the factors such as prevalence of negative opinions in mass media, critical comments on these issues by top public officials, political leaders and seeing themselves the facts of commission of criminal offences.

In the course of the survey, the respondents were offered to assess the work of the police[7] in the city of Kyiv.

According to the received data (fig. 5), during the monitored period, most respondents (on the average 38.9%) were of the opinion that the police's work is at the same level as in the preceding years. During the larger part of the analysed period, the rate of such individuals exceeded 40%. In the recent three years, there was a substantial decrease in this indicator: 24.8% in 2015, 30.1% in 2016 and 31.7% in 2016.

On the average, 17.1% of the respondents answered that the police began working worse. The annual fluctuations here were more significant. In 2002-2004, such assessment to the police's work was given by 8%-10% of the respondents; this index grew from 9.9% to 21.4% in 2015-2009 and remained the same during the next three years. In 2013-2014, due to the political developments that took place in the country, the rate of the individuals who negatively assessed the police's work jumped to 30.5% and 27.0%, respectively. In 2015, as a result of the expected improvements in work of the police owing to reformation of the latter, the proportion of

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[7] Before September 2015, it was militia.

the respondents who shared that opinion decreased more than twice and reached 12.2%. However, these expectations did not materialise and this index grew to 16.9% already in 2016 and to 22.7%, in 2017.
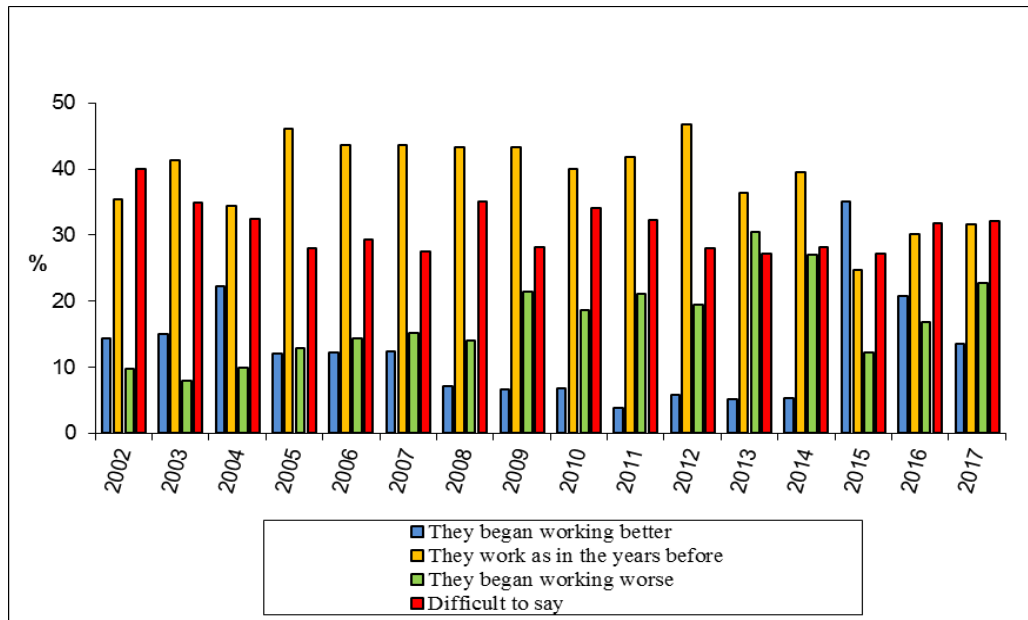

Fig. 5. Distribution of the respondents' answers to the question «Give your assessment to the police's work in Kyiv this year» (in %)

The answer regarding improvement in the work of the police was supported on the average by 12.4% of the respondents. The movements in the percentages of the individuals who disagreed with this allegation, were different. In 2002-2004, the proportion of such individuals increased from 14.3% to 22.3%, mostly decreasing during the next years and it accounted for only 3.9% in 2011, whereas in 2012-2014 it was at the level of 5%-6%. In 2015, due to the mentioned expectations from the police reforms, the rate of those who recognised the improvement in their work, grew immediately to 35.1 %, however, it decreased to 20.8% already in the next year, and to 13.5% in 2017.

The cited data show that the police reforms in Ukraine, in the opinion of the respondents, have not generated any noticeable results yet.

It should be noted that there is a considerable percentage of the respondents (the average rate was 31.0%), who were unable to assess the police's work. We assume that the majority of such individuals did not

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answer this question in view of insufficiency of the information available to them in relation to the activities of the given law enforcement body.

It is understandable that negative assessment of the police's activities was more frequently given by the victimised respondents. The average rate of the crime victims, who negatively assessed the police's activities, accounted for 21.7%, whereas among the individuals who were not crime victims, such index was 16.4%.

An important condition for the maintenance of law and order in the society, is the trust of the population to the bodies that ensure it. The respondents to the survey were offered to answer what was the extent of their trust to the Kyiv police. The distribution of the students' answers to this question is showed in fig. 6.
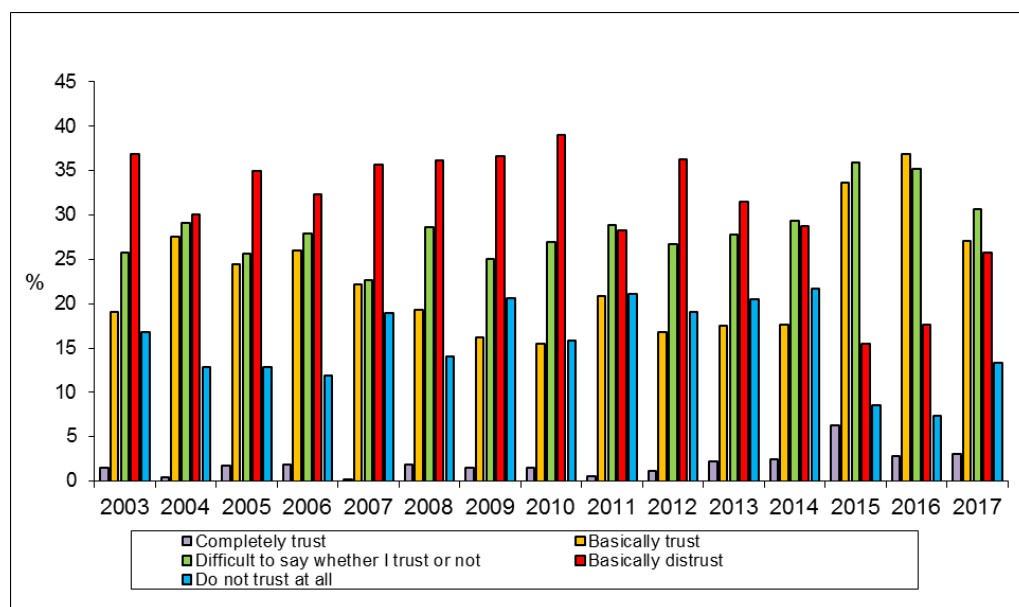

Fig. 6. Distribution of the respondents' answers to the question "What is the level of your trust to the police?" (in %)

A relative majority of the respondents accounted for those who basically (average rate is 31.0%) and completely (15.7%) distrust the police. In 2003-2004, the rate of the individuals who basically distrust the police was on the average 34% and in 2015 it dramatically dropped for the mentioned reason to 15.5%, whereas during the next two years it increased to 17.6% and 25.8%. The percentage of the individuals who did not trust the police at all was 16.8% in 2003; during the next three years it was 12%-13% and in 2007-2014 it accounted for 19.0%, on the average. Then,

this index decreased to 8.5% and 7.4% in 2015-2016, but in 2018 it grew to 13.3%.

On the average 22.7% of the respondents alleged that they basically trust the police. The percentage of those who completely trusted the police was insignificant and accounted for 1.9%, on the average. In 2003, the rate of the individuals who basically trust the police was 19.1% and this index was on the average 25% in 2004-2007, whereas it fluctuated close to the rate of 18% during the next 7 years. In 2015, at the outset of the police reforms, the proportion of the individuals who shared this opinion increased to 33.6% and it was equal to 36.9% in 2016, whereas in 2018 it decreased to 27.1%. The percentage of the respondents who completely trust the police was insignificant during the whole analysed period and noticeably fluctuated from year to year. In 2003-2012, the average rate of such individuals accounted for 1.2%; during the next two years it accounted for over 2%, whereas in 2015, it was 6.3% (the highest index in the monitored period). During the last two years of the survey, it accounted for 2,8% and 3.1%, respectively.

It can be asserted that there was a significant increase in the level of trust to the police in 2015, which remained significant during the next two years, though a trend towards its reduction is already in place.

As in the case with the answer to the previous question, a substantial percentage of the respondents were unable to decide whether they trust the police (their average rate was 28.4%). Moreover, in 2003-2014 such answers were given on the average by 27% of the respondents, whereas during the last three years, by more than one third. We can assume that such a substantial proportion of the individuals who were unable to answer this question is determined by insufficient information on the police's work that is available to the students.

The respondents to the survey were also asked two questions on the situation with their personal security. In the first one, the respondents were requested to assess the situation with their personal security in a year preceding the survey. In figure 7, it is seen that during the whole period of monitoring, the majority of the respondents (on the average 52.3%) believed their situation with personal security was the same. During a larger part of the analysed period, such opinion was shared by more than half of the respondents, and their rate exceeded 60% in 2003 and 2010. This indicator was less than 50% in 2010 and during 2013-2015 for the account of the increase in the portions of the respondents who stated that their personal security improved or deteriorated.
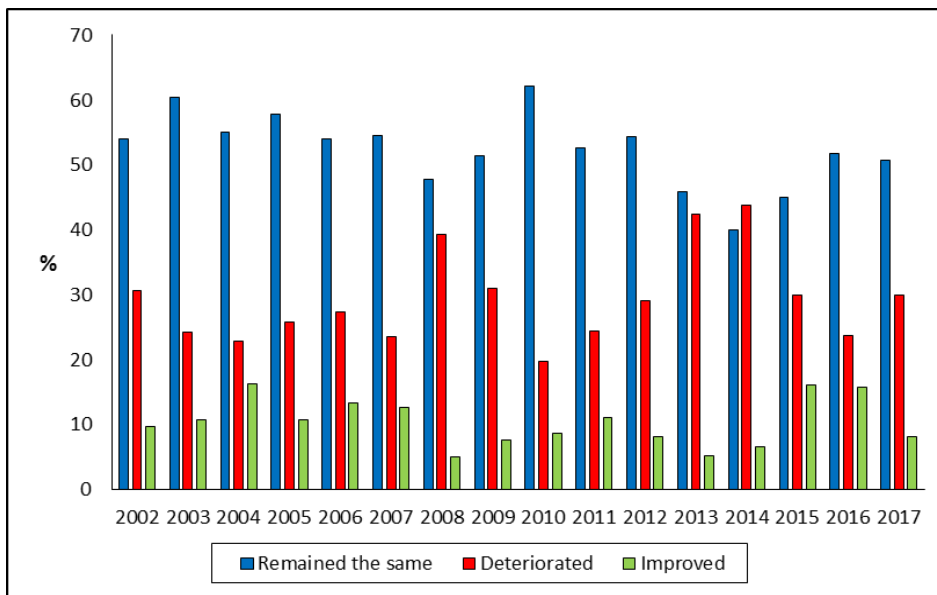
Fig. 7. Distribution of the respondents' answers to the question on the situation with their personal security in the preceding year (in %)

Among the other respondents to the survey there was a majority who believed that the situation with their personal security became worse compared to the preceding year (on the average 29.2%). During the larger part of the analysed period, the rate of such individuals fluctuated between 25% and 30%. Sharp changes only took place during four years: reduction (19.7%) in 2010, but increase (39.3%) in 2008 and during 2013-2014 (42.3% and 43.7%, respectively). The last increase in this indicator took place amid the escalating social and political situation in the country.

The average rate of the students who noted that the situation with their personal security improved in the preceding year, accounted for 10.3% Distinct deviations from the average index were registered in 2006 (5.0%), 2013 (5.1%), and 2015-2016 (16.1% and 15.7%, respectively). The 2015-2016 increase in the rate of such individuals took place amid the expectations for the improvement as a result of the police reforms.

On the average 7.7% of the respondents were unable to answer this question.

The comparison of the answers to this question given by the individuals of different sex showed that men assess their personal security more positively than women. For example, on the average 22.9% of the men believed that the situation with their personal security deteriorated; the average rate of women was 32.5%. Among the male respondents, the rate

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of those who recognised general improvement in the personal security accounted for 13.2%, whereas among the female respondents, it was 8.4%.

The students were also offered to forecast changes in the situation with personal security during the next year. Most of the respondents (on the average 35.5%) noted that the situation with their personal security would remain the same (fig. 8). They made up the majority during a larger part of the period in question, except for five years that will be discussed below.
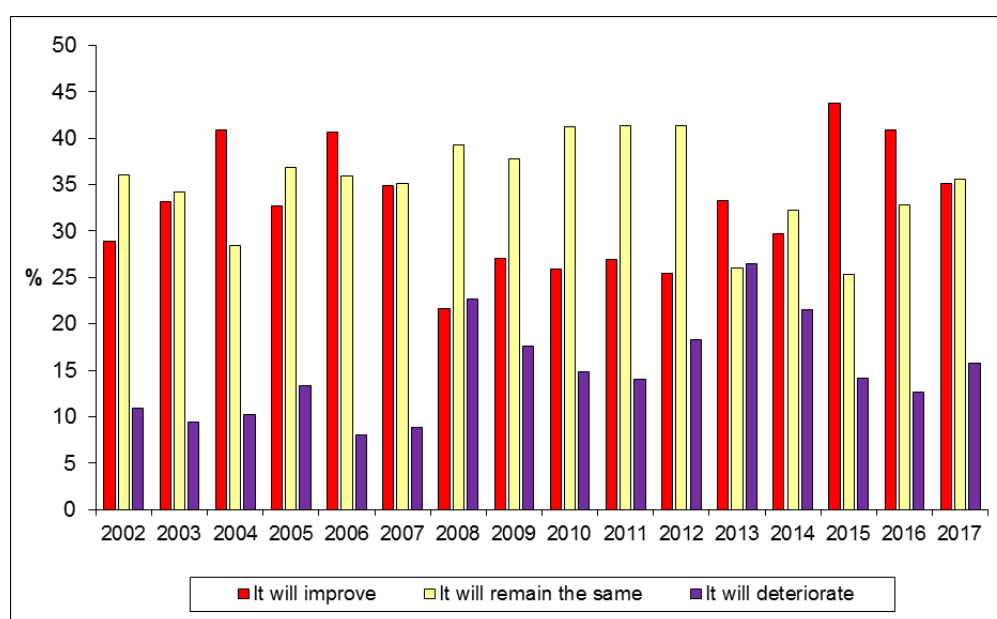

Fig. 8. Distribution of the respondents' answers to the question on the forecast of the situation with their personal security in the next year (in %)

It should be noted that a substantial percentage of the respondents optimistically assessed the situation with their personal security in the next year. Their average rate accounted for 32.6%, which is only slightly less than those who supported the allegation that the situation with their personal security would not change. The highest rate of optimists was particularly in those five years: in 2004 (40.9%), 2006 (40.6%), 2013 (33.3%), 2015 (43.8%) and 2016 (40.9%). These are the years of elections, changes in the higher public authorities that generated expectations for the improvement in the situation in the society, including security. Such expectations are particularly spread among the youth, the particular quality

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of whose psychological and social condition is an excessive optimism and high hopes for future.

The average rate of the respondents to the survey who predicted deterioration in the area of personal security (pessimists) was 14.9%. During the period in question, the lowest rates of pessimists were observed in 2003 and 2006-2007 (9.4%, 8.0% and 8.8%, respectively), whereas they were the highest in 2008 and 2013-2014 (22.7%, 26.5% and 21.5%, respectively). It should be noted that 2008 was the only year when the pessimists prevailed over the optimists. The phenomenon of 2013-2014, when both the rates of optimists and pessimists were significant, is also of interest. Obviously the events of these years contributed to the breakdown of the students into two groups – those, who expected that the changes in the society would lead to the improvement in their personal security, and those, who believed that it would deteriorate as a result of such events.

An average rate of the individuals who had difficulties answering this question, was 15.7%.

There was no material difference between the forecasts made by women and men in relation to personal security situation. There was a larger proportion of the respondents among the women than among the men, who expected that it would significantly improve, and those who was unable to decide what to answer.

The distribution of the answers to this question among the respondents victimised by crime and those who escaped it, was insignificant. A substantial proportion of the students who were respondents to the survey hope that situation with their personal security will improve, but this rate is a bit lower among crime victims.

CONCLUSIONS

Most of all, the respondents to the survey were afraid to become victims of especially dangerous crimes that may cause harm to their life and health (brigandage, assassination attempts, rapes or attempted rapes), as well as criminal offences the young people suffer most frequently (pickpocketing, robberies). There was observed a trend towards increase in the percentages of the respondents being afraid to become victims of grievous violent offences and crimes against property, and also towards the reduction in the portions of the individuals frightened by a possibility of suffering from offences that do not present any great social threat.

A degree of victimisation of the Kyiv student youth is rather high though by the end of the analysed period there can be seen a trend towards distinct reduction thereof. Substantial portion of the individuals victimised during the year became crime victims more than once. In most cases, the respondents became victims of pickpocketing, bribery, disorderly conduct, robberies, thefts from cars, thefts of money or things at work, road traffic offences and thefts at summer houses.

The majority of the respondents to the survey were of the opinion that the criminal dynamics in the city is unfavourable. However, there was a significant rate of the respondents who were unable to answer this question.

Most students who responded to the survey, opined that during the period of survey the police was working at the same level as in previous years, or were in general unable to decide how to assess their work. The rate of those who believed that the police work had improved was less than the rate of those who alleged that it deteriorated.

A relative majority of the respondents expressed distrust to the police. The percentages of those who trusted the police for many years were insignificant, but larger than the one according to the general national surveys.

The situation with personal security was assessed by the respondents more frequently as stable. The portion of the individuals who answered that it had deteriorated, was distinctly larger than the portion of the respondents who were of opposite opinion. Forecasting the changes in the situation with personal security for a perspective, most respondents opined that it would remain at the level of a previous year or will improve.

SUMMARY

The research paper contains key findings of the random monitoring survey of the Kyiv students covering the period 2002-2007, in the course of which it was explored what is the attitude of young people to the problems of crime and the police's activities aimed at counteracting it in the city. The survey was conducted annually in 4 to 5 higher education institutions of the city. Sampling was two-tiered, random and based on the principle of maintaining the distribution quota of the Kyiv universities' students with respect to sex and age. The applied survey method was filling in the questionnaires by the respondents. The average annual

number of the respondents was 481 individuals. The analysis of the survey findings allowed to identify the level of students' fear to become victims of certain types of crime, a degree of their victimisation in general and their fear to suffer from particular crimes, their assessments of the character of crime dynamics in the city and the police's activities, to learn the opinions on the situation with personal security at a given time and in future. Among the trends identified in the course of the research are a high level of the respondents' fear to become a victim of violent and most spread minor offences; high level of their victimisation that distinctly decreased in recent years; prevailing negative assessments of the crime dynamics, assessment of the police's activities and trust to it as unsatisfactory irrespective of the improvements in these indicators in the recent three years, prevailing negative assessment of the situation with personal security and on the whole, positive expectations in relation to the changes in future.

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