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THE IMPORTANCE OF CULTUROLOGICAL TRAINING OF THE CADETS AT THE ESTABLISHMENTS OF HIGHER EDUCATION OF THE MINISTRY OF INTERNAL AFFAIRS OF UKRAINE AND THE POSSIBILITIES OF A FOREIGN LANGUAGE

INTRODUCTION

The general processes of the globalization and the modern information technologies conditioned the formation of the new model of education that has its reflection in the concept of the open European educational space, first of all in the sphere of higher education, which is able to most adequately react on the changes in the socio-economic sphere of the European community. Plutarchus said that education is the only one that is divine and immortal in us; and the two things are the best in human nature: wisdom and speech.

The socio-economic changes in Ukraine have their reflection in the system of education, too. The transition to the civilized market economy puts before the society the problem of the qualitative training and retraining of the specialists of the various spheres of the people's activity. The new national and global realities need qualitatively modernized education, and education, in its turn, needs the new technologies, ideas, approaches, and substantial capital investments. Today the phenomenon of the globalization cannot exist only in the technological and economical spheres. It brought also the cultural changes as a result of broadening the possibilities of inter-communication and interdependence even between the traditionally isolated cultures. The new system of values and ideas of education in the world educational process appears and is broadly discussed today, the concept of a personality is revived which is based on the ideas of the conformity to nature and cultural self-identification, and on the individual and personal development.

The educational branch in Ukraine which has chosen the way of the cardinal reforms, entering the European educational space, improvement of the quality of education, needs to concord all of its components with the generally accepted world standards that will correspond to the best world models¹. Knowledge is the treasure, and the ability to study is the key to it. Only the competent specialists are able to raise the modern production on a high professional level and provide the survival of the society, its exit from a deep socio-economic crisis, returning to the national and cultural traditions and full contacts with other countries and nations in many fields of the people's activity. The main indicator of the education efficiency should be not only a simple sum of knowledge which a pupil has acquired in the process of education at school or the establishment of higher education, but his/her ability of the independent work, of self-education, his/her ability to use the sources and means of information, his/her ability constantly raise the level of his/her education, the need of life-long education, to use independently acquired knowledge for solving the extraordinary tasks, problems, and contradictions². The reform of the system of professional education must be oriented towards training the specialists who are able to create the new, more improved samples and norms of the professional practice on the level of the achievements of world professional culture on the basis of the creative acquiring the existing professional activity. Ukraine has chosen the integration into the European economic, political, legal, cultural and educational space as the strategic direction of the development.

The search for the new educational paradigm is observed on the edge of the 20th-21st centuries, the culture creative function of education is being elaborated, the role of culture in the definition of the orientations of training and education which correspond to the modern time is being comprehended. General and professional education of the officers of the law enforcement organs of Ukraine becomes very essential, the high level of it is achieved during the culturological training of the cadets, which is a necessary component of the academic and educational process at the establishments of higher education of the system of the Ministry of Internal Affairs of Ukraine. The culturological training of the cadets at the establishments of

1 Zelenska O.P. The essence of the independent work as an educational activity of the students and cadets (based on the English language). Socio-humanitarian and Technical-technological Explorations of Modern Science. Sherman Oaks, CA, USA: GS Publishing Service, 2023. P. 137.

2 Калиничева Г.И. Модернизационные продвижения системы высшего образования Украины в контексте глобализационных вызовов времени. URL: <http://www.info-library.com.ua/librs/stattya/4247>

higher education of the Ministry of Internal Affairs of Ukraine assumes the orientation of all the components of education and up-bringing towards culture and the individual who is a subject of the activity of human culture, which creates him/her and which is capable of self-development. Nowadays demands from the police officers to master not only knowledge, skills and habits necessary for their effective professional and social activity, but to form the certain qualities of the individual, who has the abilities for cultural self-development, self-determination in the world of the cultural values, i.e. the society needs not only highly qualified specialists, but highly educated and highly cultural people. Esthetic and art education are considered to be the important features of training the future officers of the law enforcement organs. Communication with beautiful in art, nature, labour, human relationship, esthetic attitude to the law enforcement activity are the important features of the formation of the personality of the officer. It is possible to influence the person rather effectively by means of culture and art. The literature and music, theatre and dance, drawing and sculpture can influence the mood, psychological state, form the new features of the person. Culture and art can be used not only for leisure, entertainment, but for improving training and education. The culturological training of the cadets at the establishments of higher education fulfils such functions: helps to acquire the values and sense of life; supports the individual and creative originality; provides the development of both the person of culture and as the integral personality. In this aspect the future law enforcement officer acts as a free, active, equal personality who has the abilities for self-development, self-education and self-changes.

The problem of improving the culturological training of the future specialists is dealt with in the papers of V. Antofychuk, B. Bahatskyi, J. Banks, V. Bibler, S. Chabanenko, C. Eden, G. Gay, J. Hall, O. Hrab, V. Hura, M. Karanda, N. Kolesnikova, G. Ladson-Billings, D. Lai, L. Maslak, V. Maslov, F. Miller, K. Rambaree, V. Vitkalov, O. Voznyuk, V. Zaleskyi, O. Zelenska, L. Zelisko, T. Zyuzina and others. Though the research is rather deep and broad, this problem has not been fully developed yet from the point of view of the modern paradigm of education, especially the issues that concern the various disciplines which are effective for the culturological training of the cadets, formation of their personality, namely such a discipline as «Foreign language» that has many important and necessary possibilities in this process.

1. The importance of the cognitive and scientific activity in the process of the culturological training of the cadets at the establishments of higher education of the system of the Ministry of Internal Affairs of Ukraine

The tasks of the modern system of education concern the raising of the quality of general and professional education, acquiring the international level, raising the competitiveness and investment attractiveness of higher professional education on the world labour market.

Alongside with the training of the highly qualified specialists the native system of higher education assumes forming the broadly educated creative personality of a student/cadet. The graduates from the universities, including the police officers, should be not only professionally educated, but also creative, initiative, able to make right, often not standard decisions in the various situations, have the system thinking. Today it is impossible to solve this task without the fundamentalization of education which is one of the world tendencies of its development. That is why training the specialist who meets the modern requirements can be provided by the system of professional education, which is based simultaneously on the verified content of the fundamental and specialized development.

When developing the content of the culturological training of the cadets at the establishments of higher education of the system of the Ministry of Internal Affairs of Ukraine the peculiar significance is paid to the cognitive and scientific activity of the culturological approach. The main task of the cognitive activity of the cadets at the establishments of higher education of the system of the Ministry of Internal Affairs of Ukraine is extend knowledge of the peculiarities of the native and world culture, its values, of understanding one's own cultural identity, of the spiritual and moral basis of the life of a human and mankind, of knowledge of the different cultural practices and worldviews, of cultural sensitivity in communication, of the culturological basis of the social phenomena, of the peculiarities of the everyday and cultural and leisure spheres, of knowledge of the various fields of science and arts, history of Ukraine, the life and activity of the outstanding cultural workers, scientists, political figures, of the customs and traditions, realities, spiritual values not only of the Ukrainian people, but also of the other nations, which was acquired during the educational process, its improvement during the after classes activities and raising it to the worldview level.

An activity is a specifically human regulated by the consciousness purposeful performance of a subject during which his/her determined goals, satisfaction of the various needs and mastering the social experience are achieved. The social nature of the human, i.e. his/her personality develops in the activity. The activity as a psychological process has a complex structure, and the main components of the activity are actions, operations, which alongside with the behaviour are caused by the motivation, goals and tasks.

The cognitive activity of the human is the ability to carry out such mental functions as the attention, memory, language, visual and space perception, and the executive functions. We consider the cognitive activity to be the process of acquiring knowledge that promotes the development of the culturological consciousness, valuable orientations in the relationships with the people and according to the moral behaviour. Forming the new level of the cognitive activity is one of the most important aspects of forming the professional competence of the future specialist.

The productive cognitive activity allows to form the sustainability, functional flexibility, generalization of cadets' knowledge, the possibility of their transfer to another class of the problems. The productive cognitive activity is the necessary condition of the transition of knowledge and skills into the fund of the general professional training of the cadets. The creative thought of the cadets is formed in the main types of the productive cognitive activity – the transforming, evaluative and analytical, and heuristic ones. The transforming activity must provide a deeper processing of the information, i.e. forming the ability to group and regroup the material, collapsing and expanding the information, collating, encoding, decoding and recording the information.

The creative activity as a higher form of manifesting the cognitive activity is connected with going beyond the given situation, looking for the new original ways of its solution, that is possible when having a rather high level of the self-regulation of the behavior; this level is also comparable with the personal activity.

The scientific activity is a kind of the activity which includes all the forms and methods of getting scientific knowledge, its organization, functioning, storage and distribution, a specific kind of the cognitive activity, and the creative activity oriented towards acquiring new knowledge about nature, human being and society and the usage of scientific knowledge and the new methods of their usage in the interests of the scientific and technical progress and economic wellbeing of the society. The relationship of the educational and scientific activity in common

reflects the individual peculiarities of a personality, his/her intellectual culture and knowledge. Science can be used as a methodical base during the educational process, it is created in the course of the investigative work, and it is transformed through the prism of the personal results and positions. It requires the logical thinking, the ability to analyze, systematize and generalize the material, the thorough formulation of the main ideas and conclusions, being guided on the scientific methodology, that is the development of the more balanced relations between the intellectual and cognitive activity.

Choosing the methods for the culturological training on the basis of philosophy, ethics, sociology, pedagogy, aesthetics, spiritual heritage of Ukraine and other humanitarian sciences it is taken into account that every method plays some particular organizational, cognitive or educational functions. Thus, these methods are divided into four groups: the methods of culturological education under the guidance of a teacher; the methods of forming the culturological consciousness; the methods of forming the culturological consciousness on the basis of the humanitarian sciences and the spiritual heritage of Ukraine which were learned earlier; and the methods of the stimulation.

The interest of the theorists and practical workers in the culturological training and education of the future police officers using the optimal methods of this work is explained by the full dependence of the law enforcement activity on the level of their culturological knowledge, habits, skills, qualities and customs in the efficiency of their usage.

Considering the law enforcement activity of the police officers as concerning any kind of the human activity it is interesting to deal with the issue of the concrete ways of raising its efficiency. It is well-known that the same task the different police officers is fulfilled with the different results, because they have the different attitudes to the task, spend the different time fulfilling it, thus having different results.

An important role in raising the efficiency of this or that kind of the purposeful activity of the police officer is played by the state of the general professional development, i.e. the state of personal culture of the personality of the police officer.

O. Leontyev indicated that the human activity does not exist in the other form but in the form of an action and the aim of an action. The very action is a process which is dependent on the imagination as to the result which must be achieved, that is the process, which is subject to the conscious aim³. That is why the action is the most important component of the human activity.

3 Леонтьев А.Н. Проблемы развития психики. М.: Изд-во МГУ, 1981. С. 304.

The activity is the most important form of the human's life, his/her active attitude towards the real surroundings. The various needs, which are reflected in the forms of the images, corresponding objects and actions that satisfy these needs, cause the human to be engaged in the activity. In every person nature sprouts as either cereals or weeds; let him water the first and exterminate the second in time (F. Bacon).

When a person is characterized, then first of all they speak about his activity – what he does and how he does⁴. The kinds of the human activity are various. First of all, this is the material, spiritual activity, socially necessary activity – work, this is mastering culture – education, up-bringing, self-improvement of the personality. The human activity is reflected in the behaviour, acts concerning other people, in the form of the social activity which is directed towards changing the social reality, solving the social and personal tasks, etc.⁵

One of the most serious kinds of the human activity is the pedagogical activity. The pedagogical functions at the different levels, in different situations are carried out practically by every person. Acquiring knowledge, skills and habits we in this or that form transport them to others, achieving depending on the level of one's methodical ability the various results. The process of forming or developing the different qualities of the personality and his/her habits takes place. The pedagogical activity can be carried out both purposefully and simultaneously, without the specially defined pedagogical aims. Being an exceptionally important and very complex in the every collective and in the whole country it demands the particular training of the people who according to the character of their activity carry out the pedagogical functions.

The issues of the pedagogical activity, its peculiarities were dealt with by such outstanding scholars as P. Berne, O. Dubasenyuk, A. Makarenko, A. Maslow, G. Padalka, V. Slastyenin, V. Sukhomlynskyi, K. Ushynskyi, I. Zyazyun and others. Almost all the scholars assume that the activity of a teacher as to its social functions, demands of the creative aspects of the personality, psychological strength is somehow related to the activity of a scientist, writer and actor.

In particular, the teacher as well as the actor needs good articulation, a good voice, expressiveness and emotionality of the language. In some extent the teacher is a producer as well. It is important for them to know «the principles of the theatrical action, its laws»(I. Zyazyun).

4 Демин М. В. Природа деятельности. М.: Изд-во МГУ, 1984. С. 3.

5 Леонтьев А. Н. Проблемы развития психики. М.: Изд-во МГУ, 1981. С. 335.

A. Makarenko wrote that for him in his practice such trifles became decisive: how to stand, how to sit, how to rise from the chair, how to raise the voice, how to smile, how to look. Here we come into contact with that branch which is known to everyone in the dramatic and ballet art: this is the art of the voice production, the art of the tone, look, turn⁶.

V. Sukhomlynskyi underlying the links of the pedagogical activity with art wrote that the teachers forms the personality of another person as the sculptors, they carve their creation but deals with the human material and create not alone but together with other people and circumstances. To put all the various influences together, to achieve, if possible, the harmony is the task of the teacher⁷.

The process of the pedagogical activity is considered by the researchers as solving the endless quantity of the pedagogical tasks. Most of these tasks has many solutions, i.e. the different means of the transition from one state into the other.

V. Slastyenin believes that the tasks which appear in the pedagogical activity are the tasks of the technological kind. They consist of defining the means which make sure you reach your planned aim in the concrete and unique situations. He underlines the importance of the psychological, pedagogical training, forming particular knowledge, skills and habits in the professional activity of the teacher.⁸

The content of the pedagogical activity at the establishments of higher education of the Ministry of Internal Affairs of Ukraine means the transition of concrete knowledge, skills and habits to the future police officers and acquiring them in a proper way, the formation of the general and specific qualities and habits necessary in the law enforcement activity.

The pedagogical activity assumes many qualities of the personality. Mastering the content of the pedagogical activity means not only getting philosophical, sociological, psychological, pedagogical, culturological and special knowledge, but a deep understanding of the psychological and pedagogical ideas that define the ways and means of interpersonal communication. The well-prepared teachers are more likely to employ effective instructional strategies and positively impact on the student's achievement. The continuous professional development helps the educators to evolve the educational standards, technologies, and students' needs⁹. The teacher training is another critical component of fostering cultural

6 Макаренко А. С. Методика виховної роботи. К.: Рад школа, 1990. С. 59.

7 Сухомлинський В.О. Педагогіка серця. Вибрані твори: в 5-ти т. К.: Рад школа, 1976-1977. Т. 5. С. 12.

8 Слостенин В. А. Педагогика. М.: Издательский центр «Академия», 2002. С. 77.

9 Virendra Singh Ruhela. Future directions for research and practice in cultural competence and special education. Ethical frameworks in special education. India/UK: Bluerose Publishers, 2024. P. 185.

competence in education. The professional development programmes that focus on cultural awareness, anti-bias education and inclusive teaching strategies can equip the educators with the skills and knowledge they need to effectively teach diverse student populations. Ongoing training and support are essential to help teachers continually improve their cultural competence and address the evolving needs of their students¹⁰.

There exists such an opinion among the police officers that the main task of the officers of the law enforcement organs is only to train the police officers in a narrow, law enforcement content. The necessity to give the personality, that is forming, all the he/she needs in the situations of the law enforcement activity often meets the known narrow specialized imaginations.

The leading characteristic of the police officer activity is the attitude of the officer to the profession and his/her understanding of the importance of the personal activity, this or that level of the comprehension of its final goal. The motivation provision of the activity is the prerequisite and criterion of the professional self-affirmation, self-improvement and development.

The psychological, pedagogical and culturological training plays a great role in the improvement of the law enforcement activity of the police officers, and the modern establishments of higher education of the system of the Ministry of Internal Affairs of Ukraine pay great attention to the professional psychological and pedagogical training of the cadets.

The pedagogical activity at such establishments is impossible without the interpersonal interaction during which the active exchange of the information, mutual stimulation of the activity, control and actions correction take place. If the teacher perceives the personality of a cadet as a passive object which is like the wax capable to form only as a result of his/her influence it is a serious mistake. The object of the pedagogical influence has many various aspects, among them there are negative ones, the neutralization of which is an important pedagogical task. The attachment of the cadet to the teacher, his/her methods and forms of working with people in many cases determines the success of the law enforcement and pedagogical activity.

But not always and not every educator is a personality whom the cadets respect. The teacher can know his/her work well, have good manners, be eloquent, but not become the educator whom the cadets respect. Everything must be based

10 Villegas A. M., Lucas T. Preparing culturally responsive teachers. Rethinking the curriculum. Journal of Teacher Education, 2002. № 53(1). P. 20-32.

on the personality of the educator in education, because the educational force comes only from the alive source of the human personality¹¹.

Thus, the very personality of the teacher as a subject of the pedagogical activity is a factor of training and education. But passive education only using the surveillance of the necessary behaviour and actions of a police officer is not enough under modern conditions. It is necessary that the police officer should be an active source and distributor of the advanced humanitarian ideas, teacher and educator of the subordinates. They must be able to look for and find the resultative solutions of the complex pedagogical situations in their law enforcement activity.

Pedagogical communication occupies a significant place among the ways of overcoming the difficulties of the pedagogical activity. It makes it possible to create the conditions for the productive formal and informal cooperation. Communication is also important for the spiritual development of a personality. Besides, it is a component of the professional training of the specialist, because it consists of the readiness for the subject and social activity.

A separate form of the educational activity organization (lecture, seminar, role play, practical training, etc.) does not possess the quality of the adequacy, but all the complex of the traditional and new forms that compose the technology of the symbolic and contextual training, the main characteristic of which is modelling using the language of the symbolic means of the subject and social context of the future professional activity has the quality of the adequacy¹².

2. Foreign Language and Forming a Personality

The most important feature of the modern social life is the displacement of the vector that defines the social, collective and personal expectations in the direction to a human being. The lines of force of the theoretical and practical projects of the social development appear much more in the coordinates where 'the human measurement' is the most adequate means of the description of the social problem, disregarding the language in which it is done – the economic, political, legal or humanitarian and cultural one. The main characteristic of the so called humanistic approach in psychology and in education is a particular attention to the human individuality, his/her personality, the clear orientation towards the conscious development of the individual critical thinking. Such an approach is considered in the world pedagogical practice to be an alternative to the tradi-

11 Ушинский К.Д. О народности в общественном воспитании. М.: Изд-во АПН СССР, 1958. С. 63.

12 Сластенин В.А., Исаев И. Ф., Шиянов Е. Н. Педагогика: Учеб. пособие для студ. высш. пед. учеб. Заведений. М.: Издательский центр «Академия», 2002. С. 77.

tional, based mainly on acquiring ready knowledge and its reproduction¹³. Forming a personality is the main task of our society in the spiritual sphere of his/her life. In the 21st century all the key problems are solved by a Bright Versatile Personality – a broad-minded, encyclopedically educated person, a creative person, thus having rich imagination and obligatory a humanitarian vein.¹⁴ That is why it is difficult to overestimate the role of education in the historical process, because namely it, giving necessary knowledge to the person and forming his/her world outlook, provides the mental growth of the personality, helps the formation and deepening his/her cultural demands, and to a considerable extent determines the motives of the activity.

The aim of the state policy as to the education development is to create the conditions for forming the personality and creative self-realization of every citizen of Ukraine. Among the prior directions of the state policy as to the education development is the personal orientation of education. Education has three main meanings:

- defining the personality;
- the process of getting a certain personal status;
- the social institution that helps a person to get knowledge and life experience.

A personality is a particular quality that is acquired by an individual in the society in the complex of the relations which are social as to their nature, into which the individual is involved (O. Leontyev). A personality is a stable, organized set of the psychological features and mechanisms in a human that influence his or her interrelations with the psychological factors and their modifications, a social and physical environment that surrounds them¹⁵. A personality as an integral system is identifying his/her potential in an integral plane of truth, beauty connections, cognition, love, creativity, communication, assignment, reverence, and other transcendental experiences that deeply wove into the lace of human nature¹⁶. So, a personality is a complex of the developed habits and preferences, the psychological mood and tone, socio-cultural experience and acquired knowledge, a set of the psycho-physical peculiarities of the human that determine the everyday behaviour and connection with the society and nature.

13 Новые педагогические и информационные технологии в системе образования: Учеб. пособие для студ. пед. вузов и системы повыш. квалиф. пед. кадров / Е.С. Полат, М. Ю. Бухаркина, М. В. Моисеева, А. Е. Петров; под ред. докт. педаг. наук проф. Е. С. Полат. М.: Академия, 2005. С. 16.

14 Елистаров В. И. О пользе «идеализма» в образовании. Знамя. 2006. № 12. С. 159-165.

15 Larsen R., Buss M.D. Personality psychology. N.Y., USA: McGraw Hill, 2017. 768 p.

16 Макешина Ю. В., Лисенко С. О., Самошкіна М. Г., Кравченко А. В. Формування особистості як цілісної системи та процесу її активного розвитку у контексті соціально-філософських наук. *Соціальна психологія та філософія історії*. 2022. № 11 (88). С. 37.

The formation of the personality is the process of mastering the special sphere of the social experience. It is an objective and natural process, during which a human is not only an object of the influence, but also a subject of the activity and communication. The personality is formed and revealed during the active interrelation with the outer and material environment acquiring or appropriating the socially developed experience. The tasks of forming the personality must be aimed at the development of those qualities and virtues which to the maximum extent could help his/her realization and full existence as a member of the society (citizen), actor of the social processes and interactions, agent of the social (personal including) interests. There is an urgent need of education in the spirit of freedom, strong rooting of the constitutional guarantees of freedom, cultivating the dignity and greatness of a free person in Ukraine – this is the highest goal of forming the personality. The determining factors of the development of the personality in the modern Ukrainian society are the political, economic and socio-cultural tendencies of the general civilizational (as to its content) and global (as to the scale) character¹⁷.

The starting point of the structural and dynamic qualities of the personality is his/her status in the society as well as the status of the community in which this personality formed and developed. The systems of the social functions-roles and goals and valuable orientations are formed on the basis of the status¹⁸. Many outer factors have an impact on the personality, among them are the family, relatives, relations with the sisters and brothers, teachers, educational establishments, group mates, mass media, social networks, cultural environment, etc.

The process of the appropriation of the products of one's own experience and culture by means of up-bringing and education, mastering the certain positions, roles, functions, the totality of which characterizes the structure of the personality is considered to be a traditional one in the theory of the formation of the personality.

The state should provide education of the personality who realizes his/her belonging to the Ukrainian people, the modern European civilization, has the democratic world outlook, respect to the traditions, culture, religion and language of communication of the peoples of the world, orients in the realities

17 Зеленська О. П. Мова як складова системи формування особистості у вищій школі. Вісник Чернігівського національного педагогічного університету імені Т.Г. Шевченка / Чернігівський національний педагогічний університет імені Т.Г. Шевченка; гол. ред. Носко М. О. Чернігів: ЧНПУ, 2011. Вип. 90 [Серія: Педагогічні науки]. С. 76-79.

18 Ананьев Б. Г. Человек как предмет познания. СПб: Питер, 2001. 288 с.

and perspectives of the socio-cultural dynamics¹⁹. Today it is not enough to talk about education (knowledge), up-bringing (values), because it is very important to pay attention to the socialization (adaptation to life) of the youth. Today, first of all, education has to have three main values: eco-ethical (not to ruin nature); anthropocentric (not to ruin oneself); culturological (not to ruin, but preserve and develop national, world culture, history, native language, traditions). Only a free, responsible, generous person can realize these values²⁰. Every subject which cadets learn at the establishment of higher education should contribute to this important and great deed with its means and obligatory into all four aspects: education, cognition, development and up-bringing. And a foreign language that has the substantial possibilities in solving the most topical tasks of forming the personality and a great educational, up-bringing and developing potential occupies not the last place among these subjects.

The native language, and the foreign language as the educational disciplines have in their context the fruitful culturological material that enables the cadets to get acquainted with another culture. The language is the key to the cognition of culture and the carriers of culture.

The language as a complex semiotic system, a universal means of the objectification of the content of the individual consciousness and culture, the national and personal identification is a subject and means of education and up-bringing. If «the essence of a human is in the language»(M. Heidegger), it is manifested in the language personality as its carrier. The modern vital and educational environment is characterized, on the one hand, by the broadening possibilities to develop the language personality which has a high level of mastering the language competences, and culture of speech when learning the native and foreign languages at school and at the university. On the other hand, the changes in the language which are stimulated by the dynamic socio-cultural transformations lead to the reorientation concerning the valuable attitude to the language and speech.

The language plays the consolidation functions in relation to the society that uses it and these functions are especially important for the young state-nation. The causes of it lie in two planes. On the one side, because of its youth, and on the other side, because the bases of the newly formed national society

19 Національна доктрина розвитку освіти. Болонський процес: Нормативно-правові документи / Укладачі: З. І. Тимошенко, І. Г. Оніщенко, А. М. Греков, Ю. І. Палеха. К.: Вид-во Європ. ун-ту, 2004. С. 7-9.

20 Філіпчук Г. Громадянськість і зміст національної освіти. Кращі науково-педагогічні працівники вищих навчальних закладів України. К.: Вид-во «Болгов медіа центр», 2006. С. 97.

does not often have the blood connection that activates the need of the other factors and mechanisms of the consolidation. Only when the nation – abstract groups, united by the unity of the legal bases – is formed, the new customs are drawn up, the new functions appear, and the need of the standard language, as impersonal and anonymous one as the formal functions that it must fulfil, there appears the need in the normalization of the products which are born by the languages habituses²¹.

It is difficult not to agree that the language – a standard and legitimate one – is an important factor of the development of the general national political consciousness and, consequently, the self-development of the political nation. The state status of the language is one of the most important manifestation of the national self-assertion. Its importance is even greater because through the state language the effective corrective influence on the process of the self-formation of the political component of the social consciousness is possible. The language can become that resonance point through which, firstly, it is possible to initiate the weakening of the entropic characteristics of the political consciousness of the whole nation, and, secondly, to stand out the world mass²².

A foreign language is a rich combination of the cultural and historical, socio-political phenomena, and any appeal to it cannot be the simple work on the norms and rules. Every partial phenomenon of the language must be considered in the broad context of the history, culture, sociology, psychology, those branches of knowledge that form the worldview basis of the personality²³.

Foreign language learning is directed on forming the personality of the cadet and not only on his/her acquiring the ability to speak or read. The practical purpose of the subject «Foreign language» is to master the functions of the foreign language which they should fulfil in the social and personal life. The practical orientation of teaching concerns, first of all, the social content of the goal. Besides, the goal of mastering the foreign language has also the linguistic and country studies, pedagogical and psychological content. The very specific feature of the phenomenon of the «foreign language» becomes apparent in this multi-planned character. Educating the cadets with the help of the foreign language assumes:

21 Бурдые П.О. О производстве и воспроизводстве легитимного языка. URL : <http://www.strana-oz.ru/?numid=23&article=1040#113>

22 Авксентьева О.І. Професійно-лінгвістична підготовка іноземних фахівців у Франції: дис. канд. пед. наук 13.00.04. К., 2006. 191 с.

23 Зеленська О. П., Євсєєва А. П. На перехресті культур: впровадження європейського виміру в процес навчання іноземних мов. Актуальні проблеми викладання іноземних мов у вищій школі: Зб. наук. праць. Донецьк: ДонНУ, 2009. С. 64-70.

- the perception by them the essence of the language phenomena, of the other system of concepts through which the reality can be perceived;
- the understanding of the peculiarities of one's own thinking;
- the hard work of one's own means of the academic work;
- the acquisition of knowledge about culture, history, realities and traditions of the country, the language of which they learn;
- the ability to learn independently (to work with the references, glossaries, to look for the information in the Internet)²⁴.

The personally-oriented process assumes that teaching the foreign language is built in such a way that the direct activity of the cadets, their experience, world perception, educational and extra-educational interests and inclinations, and their feelings are taken into account while organizing the educational process during the practical classes when, for example, certain problems of the life of the society, city, university, academic group are discussed. The cadets have the possibility to express their ideas, ground them, persist in their opinion. It enables the cadets not only to perceive the foreign language as a means of communication, but also helps to form the socially important features of the personality, and to develop an active civic position. The organization of the educational process and interpersonal communication according to their peculiar rules helps to form an academic group as a collective, to form the personality in the collective and by means of the collective. The process of teaching the foreign language is organized in such a way that it should be the model of the process of communication. The classes of the foreign language become the classes of teaching to communicate by means of communication when the cadets learn the technique of communication, master the speech etiquette, the national-cultural specificity of the speech behaviour, strategy and tactics of the dialogue and polylogical speech, learn to solve the communicative tasks, to be the speech partners, develop the abilities to use the elements of the socio-cultural context, relevant for developing and perceiving the speech from the point of view of the native speakers. As a result, they have the possibility to join spiritual culture, the system of values of other nations (customs, rules, norms, social conventionality, rituals, social stereotypes, country-study knowledge, etc.). The language expresses the social consciousness of the people, who created it, and reflects in itself all the history of its material

24 Бабкова Н. П. Роль англійської мови в процесі формування особистості студентів в умовах особистісно орієнтованого навчання. URL : <https://ekmair.ukma.edu.ua/server/api/core/bitstreams/0c38b9cb-efa6-427a-b1e6-32d9ed361d31/content>

and spiritual culture. The language is very closely connected with culture: it grows in it, develops in it and expresses it. Such linguistic and culturological knowledge provides the formation of the personality by means of his/her joining culture, mastering the language with the help of culture and culture with the help of the language. The world appears through the prism of culture and language of the people, who see this world. The cadets must penetrate into this world and language by means of the native language with the help of their imagination and relying on knowledge and imagination which they have. Besides, the command of the foreign language makes it possible to improve and deepen knowledge of their own native language, because the person, as a rule, appreciates and deeper understands his/her national culture and native language. Getting acquainted with culture of the country the language of which the cadets learn happens by way of the interpretation of the facts of culture, comparison and constant assessment of knowledge and notions which the cadets already have with the new ones, and with knowledge and notions about their native country. Comparing people and country the language of which they learn in the various historical conditions, revealing the common and different features in them we help to penetrate into the mentality of the people, understanding their character, their values, sources of being different, i.e. we create the bases for the tolerance formation²⁵

The subject «Foreign language» also makes it possible to educate the cadets love and responsible attitude to work, because mastering the language is a systematic and persistent mental and physical work. The cognitive interest during training, interest in the future profession, because mastering the foreign language is professionally oriented, is developed.

Foreign language learning makes contribution into the development of thinking, of such mental operations as comparison, analysis and synthesis. Thinking plays in the foreign language speech a particularly complex and peculiar role, which is absolutely natural. The native language is for the person a tool and means of thinking, the immediate reality of thinking, but it itself rarely serves as the object of thinking. The foreign language, on the contrary, rarely serves as a tool and means of thinking, but is an important object for thinking in the process of its acquiring, because the process of language learning is based on the principle of consciousness. The cadets must not simply remember the educational material,

25 Васильева А.А. Формирование толерантной личности студента средствами иностранного языка. Проблемы и перспективы развития образования: материалы междунар. заоч. науч. конф. (г. Пермь, апрель 2011 г.). Пермь: Меркурий, 2011. С. 52-55.

but understand it. Understanding is the result of the independent and critical thinking. That is why it is necessary to teach the cadets to think independently and systematically during the classes. Certainly, the foreign language also has the particular demands towards the attention and will of those who study. Mastering the foreign language imposes a kind of a seal on the process of memory as well. That is why in this case it is important for the teacher to develop in the cadets all the types of memory in their unity.

The ability to analyze the important events, that take place in this country and abroad is an integral part of the ideological and political, patriotic and moral education of the cadets. In this case the foreign language has the extended possibilities. The content of the educational materials, the themes which are learned during the practical classes and during the extracurricular activities, for example, the scientific conferences, meetings of the scientific circles, etc. assists in the ideological and political education of the cadets. Cultivating the sense of internationalism, the teachers of the foreign languages acquaint the cadets with the spiritual values of the people in other countries. The foreign language in this case is an essential link to culture of other nations. It is not accidentally that in the special part «Foreign languages and civilization» of the final act of the meeting on security and cooperation in Europe (Helsinki, 1975) the resoluteness of the governments of 35 countries states the need to encourage learning the foreign languages and civilizations as an important means for extending communication between the peoples, for their better acquaintance with culture of every country, and also for strengthening the international cooperation. The further intensification of the processes of earning and teaching the foreign languages in the interests of mobile growth, more effective international communication and simultaneous respect for the personality and cultural diversity, better accessibility to the information, more intensive personal interaction that makes the labour relations better and deepens the mutual understanding is needed²⁶.

We consider cultural education of the cadets at the establishments of higher education of the Ministry of Internal Affairs of Ukraine to be the quality of the personality, integrated culturological knowledge, values, experience, the realization of which in the law enforcement situations make it possible to achieve mutual understanding between the subjects of the law enforcement activity, one

26 Загальноєвропейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання. / Наук. редактор укр. видання докт. пед. наук, проф. С.Ю. Ніколаєва. К.: Ленвіт, 2003. С. 5.

of the important components of which is culture of the language. That is why multi-culture is considered to be the key characteristic of professional culture of the cadets. In many psychological concepts there is a tendency to oppose the culturological and professional activities. On the contrary, the native psychology takes into account the idea of the interconnection of the communicative and professional activities. This conclusion is logical when understanding the culturology as a reality of the human relations that assume that any forms of the culturology are included into the professional activity of the law enforcement organs: people not simply communicate in the process of fulfilling the various professional functions, their professional activity inevitable intersects with the activity of other people. Just this intersection of the activities creates the certain relations of the police officers with other people. Science, education, culture, arts, church, mass media which are the effective sources of forming spiritual and moral culture of the society are meant to be the means of the clear word, infused with the grace of truth, kindness, beauty, because such a word is «the incense of truth»(T. Shevchenko).

Thus, the foreign language mastering is essential for forming the personality, which is the process of the complex development of psyche as a result of socialization, education and self-development (conscious and unconscious), i.e. the inner progressive change of the whole physical and spiritual world of the human being because the foreign language enables:

- training the cadets in intercultural communication in the professional sphere as the means of forming the personality of the future specialist, as one of the conditions of the successful adaptation in the social and scientific space;
- developing a higher level of intelligence;
- training the personalities who can think creatively and are able to use knowledge and skills in practice, argument and defend one's own point of view;
- developing the ability to solve problems;
- developing the creative abilities of the cadets, revealing their individual peculiarities;
- developing the metalinguistic abilities;
- forming the second linguistic personality who can take an active part in the intercultural dialogue and cooperation; the second linguistic personality is defined as the personality having the same level of the language command

that gives him/her the possibility to reflect the picture of the world by means of this language, to assess it and also to achieve the aims and tasks in the speech activity²⁷;

- accumulating the cultural and language values of one's ethnicity and society by the cadets;
- training the cadets who possess the language norms of the foreign language which they learn;
- training the cadets who possess the socio-cultural and socio-linguistic competences, that are the formed complex of the speech skills which enable to realize oneself in the process of intercultural communication;
- developing such personal characteristics as initiative, pushfulness, rationalism, dynamism, ability quickly react in the various situations, communication skills;
- active developing the cognitive and communicative functions of thinking; while mastering the foreign language the development of thinking occurs not so much comparing it with the native language, but solving the speech tasks permanently becoming more complex, which contain the problematic elements connected with the semantic content of the educational process²⁸; the function of thinking lies down in revealing something new, unknown, in the penetration into the essence of the concrete phenomenon, in the maintenance of the interrelations between the things, events, phenomena, etc., in highlighting the essential, in coming to the generalizations and conclusions. That is why the thinking operations can be various and include the analysis, synthesis, generalization, classification, abstraction, comparison that depend on the task or the concrete problem situation, the goal and information the person has and should to process²⁹.
- having better memory;
- developing such important thinking operations as comparison, analysis and synthesis;
- developing the phonemic and intonation hearing, all the types of memory, ability to guess, to highlight the main information in the text;

27 Общеєвропейские компетенции владения иностранным языком: Изучение, обучение, оценка / Департамент по языковой политике. М.: МГЛУ, 2003. С. 198.

28 Пассов Е. И., Кузовлев В. П. Мастерство и личность учителя. М.: Флинта, 2001. С. 50.

29 Зеленська О. П. Взаємозв'язок проблемного навчання, мислення та мови. Педагогічний альманах: зб. наук. праць. Херсон: КВНЗ «Херсонська академія неперервної освіти», 2017. С. 26-30.

- forming tolerance because the aim of foreign language mastering is teaching the real communication with the representatives of various cultures, development of intercultural communication that is one of the main conditions of forming tolerance;
- raising the professional competence and personal professional development which is the necessary condition of the successful professional activity of the graduates from the establishment of higher education.

3. Foreign language, linguistic and country studies material and cognitive activity of the cadets of the establishments of higher education of the Ministry of Internal Affairs of Ukraine

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment states that every person builds the relationships with different interpenetrating social groups that define the personality. In the frames of the intercultural approach this is the main goal of teaching the foreign language: to help to develop the integral personality of the person, who masters the foreign language, and his/her self-awareness by means of enriching the experience, understanding the differences between the other languages and cultures. The Council of Europe strives to improve the quality of communication between the Europeans with different languages and cultural background. The improvement of communication makes the mobility and direct contacts easier, and this, in its turn, makes the understanding and close cooperation better³⁰. The socio-cultural situation that was formed at the beginning of the 21st century dictates the necessity for the person to see culture in the unity of its variety and perceive all the best that world, ethnonational, regional, etc. culture can give. Under these conditions the role of the institution of education raises. Education is called to attract every person to the system of values, that is being formed, to help him/her to unite with culture, its past and present, to feel the connection with the mentality of the people, with all the mankind, and also to see the tendencies of the future society development.

Socio-cultural knowledge consists of country-studies knowledge (knowledge about the history, geography, economy, state formation, peculiarities of everyday life, traditions and customs of the country) and linguistic and country-studies knowledge (the cadets' formation of the complete system of

30 Загальноєвропейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання. К.: Ленвіт, 2003. С. vii, с. 1.

the ideas about the national and cultural peculiarities of the countries that makes it possible to associate with the lexical unit the same information that the native speakers have and to achieve the full information in this way)³¹. The formation of the English lexical competence is impossible without taking into account the socio-cultural factor, because knowledge of the words is not enough for mastering the foreign language as a means of communication. The formation of the lexical competence is advisable taking into consideration the socio-cultural realities of the foreign language, of the native language, the cadets' own experience, because all the details and all the depth of the problem of interlingual and intercultural communication become especially visible when comparing the foreign language with the native one and foreign culture with the native one³².

The structure of the socio-cultural competence embraces such components: axiological (the system of the general human and national values); personal (humanism, civil consciousness, national self-consciousness and tolerance); professional (culturological knowledge, and general knowledge and abilities connected with a particular profession). The penetration into culture of other people is the penetration into the system of their perception of the surrounding world. The language as a form of the existence of the intellectual activity embraces all the spheres of the social life.

The usage of the country-study aspect during the classes of the foreign language makes it possible to develop the linguistic skills and habits (enriching the vocabulary, the habits of translation, the ability to work with the phraseological units), to acquaint the cadets with the concrete aspects of foreign culture. The prerequisites for language perception as the component of the spiritual life of the society are created. Foreign language mastering becomes not a mechanical process of learning the new words and grammar rules. The lexical units are perceived as the carriers of the information about the peculiarities of the mentality and, as the result, the norms of the behaviour of the society who speaks another language. Such an approach helps to overcome many difficulties with which the cadets encounter³³.

31 Пассов Е. И. Программа-концепция коммуникативного иноязычного образования: концепция развития индивидуальности в диалоге культур. М.: Просвещение, 2000. С. 7-118.

32 Стеченко Т. О. Формування у майбутніх учителів англomовної граматичної компетенції із соціокультурним компонентом. Міжнародний форум «Мовна освіта: шлях до євроінтеграції»: Тези доповідей. К.: Ленвіт, 2005. С. 204.

33 Коган Ю. М. Країнознавчий аспект у вивченні англійської мови в немовних вищих навчальних закладах. Лінгвометодичні концепції викладання іноземних мов у немовних вищих навчальних закладах України: 36 наук. статей. К.: Вид-во Європейського ун-ту, 2003. С. 409.

In the 1970s of the 20th century E. Vereschahin and V. Kostomarov created a linguo-didactic theory that was called linguistic and country studies. Its essence is in that mastering a foreign language is carried out in the indissoluble connection with culture and mentality of the nation, whose language people master. Without it the adequate and full communication is impossible. Linguistic and country studies are a partial branching of the multifaceted science about the language and society – sociolinguistics. Linguistic and country studies concern the elements of general national culture that is reflected in the literary language standard that serves the whole nations. Linguistic and country studies as a culture-study science are directed on mastering the foreign language, and deal with the general national and relatively constant factors. That is why their goal is to provide the learners of the foreign language with background knowledge in the volume that as to its form and content approaches background knowledge of the native speakers and culture.

There exist some causes that prompt to deal with the certain problems of the linguistic and country studies themes. They are as follows:

- the humanization of education;
- the confirmation of the new system of the values in the context of the general modernization of the education system;
- the necessity to combine the national and world components in the educational process;
- the unity of special and professional, fundamental and research, and the general human components;
- the insufficient attention to the problems of the linguistic and country studies at school (for example, the cadets' not understanding what is Wales, Welsh, Scotland, etc. and their translation);
- a rather low level of the cadets' general culture in general and professional culture in particular;
- some declaration of the problem and not solving it because of the lack of time, of the didactic materials, and a certain undesirability of the teachers to deal with it;
- the intensification of the socio-cultural component.

Using the country-studies information during the academic process provides the raising of the cognitive activity of the cadets, broadens their communicative possibilities, helps to form the positive motivation during the classes, provides the stimulus for the independent work on the foreign language, assists in solving the educational goals. It is necessary to take into

account the needs of the society to concentrate more on the independent active cognitive activity of each cadet taking into consideration his/her peculiarities and possibilities. But mastering the foreign language it is important to take into account the psychological conception of the educational activity that assumes solving by the cadets those tasks which are the units of the educational activity. The educational task includes mastering the certain type of the activity, the result of which is the development in the cadets not only of the level of their learning, but also of the level of the formation of the separate parts of their activity. That is why the educational activity as an optimization should be considered in the unity of its components: the educational task, the educational actions for its realization, the actions that deal with the control of its solving and the estimation of the level of its acquisition.

It is worth to consider how these components of the educational activity and the cognitive activity are taken into account and are realized when the cadets get acquainted with the extra linguistic professionally oriented data, their mastering and control when using, for example the method of the linguistic and country studies passporting of the key words. The linguistic and country studies passport of the key word is a complex, synchronic description with the methodical aims of the information and event, that is marked with this word or the complex of the language data with the help of which the extra language data are realized³⁴. Such a linguistic and country studies passport has three sections: the units of the country studies information; thematic vocabulary; syntactic combinability.

Here is an example of the linguistic and country studies passport of the key word-combination *Murder Squad*.

Thematic vocabulary	Units of the country studies information	Syntactic combinability
Murder, squad, search, operations, group, crime, department, dangerous, criminal, investigation, particularly, Metropolitan, police, force	Murder Squad* is a squad that searches for murderers, an operations group; it is an unofficial name of the unit of the Criminal Investigation Department* of the Metropolitan Police Force* that deals with investigating particularly dangerous crimes connected with murders	Murder Squad, operations group, Criminal Investigation Department, Metropolitan Police Force, to deal with, particularly dangerous crimes
* The country studies realities are marked with this symbol		

³⁴ Воскресенская Л. Б. Лингвострановедческая паспортизация ключевых слов в преподавании русского языка иностранным учащимся: Автореф. дис. канд. филол. наук. М., 1981. 24 с.

The cadets work with the texts filling in the columns of the linguistic and country studies passport with the active vocabulary which they should acquire and use in oral and written communication, the professionally oriented units of the country studies information and the word-combinations with these units.

As we can see all the components of the educational activity are realized during such a work: the educational task; the educational actions for its realization; and the actions concerning the control of the solution of the educational task. Using this method enables the cadets to develop not only the linguistic and research habits, but to form the cognitive activity, because this kind of work has the linguistic and country studies orientation.

For the analysis of the referents of British and American culture that concern, for example, jurisprudence and law enforcements activity it is worth to know and understand the non-equivalent vocabulary, to have country studies background knowledge and background knowledge of the realities of the terminological character (*police trap, speeding ticket*), the names of different units, organizations, sub-units (*American Bar Association, Drug Enforcement Administration*), the realities of the general literature language (*800 number, Court of Criminal Appeal*), the names of the newspapers, police bulletins, prisons, jails, drugs, police cars, weapons, well-known crimes, nicknames of the known criminals, etc. (*Folsom, Jack the Ripper, Caldwell Case*), the homonyms (*Pinkerton A., James, Jesse Woodson*), the abbreviations (*P.C., DWI*), the rules of addressing the officials (*Lordship, My Lord*), etc.

There are various ways, forms and methods of working with the linguistic and country studies materials. We would like to give several examples of the possibilities of using such materials during the classes of the foreign language and after-classes activities, the individual work including.

One of such activities is to give the rather detailed information about the origin of some word-combinations concerning, for example the branch of the jurisprudence in the USA, and containing a proper name – of a person, nationality, geographical name, without the explanation of which it will be rather difficult to understand the essence of the background information and adequately use it for one's own goals. For example, the usage of the surnames of the personalities is important for judicial precedent law.

The communicative and country studies aspect which is characteristic of many legal word-combinations containing the proper name has the background

information. In such a case the linguistic analysis of such word-combinations can and should be added with the analysis of its nationally-specific semantic elements that are based on the peculiarities of culture of the native speakers, on the specific aspects of its social activity, history, traditions, customs, geography, art, etc. Here are some examples:

Arab scam – «Ераб скем».

A secret operation of the FBI in fighting against criminality: at the end of the 1970s of the 20th century many high officials in the USA, a range of the congressmen including, were revealed of bribery (the agents of the FBI in the suits of the Arab sheiks gave them the large sums of money).

Bakke Case – справа Баккі (1960s of the 20th century).

The Supreme Court of the USA approved that the university does not have the right to refuse in admission to study the student only because it is necessary to admit to study the representative of the other race.

Caldwell Case – «Справа Колдвелла».

The decision of the Supreme court of the USA in the **Caldwell Case** (1972) that the journalists do not have the right to conceal the sources of the information from the grand jury.

Dred Scott decision – рішення у справі Дреда Скотта.

The decision of the Supreme Court of the USA in **Dred Scott Case**. In 1857 the Negro Dred Scott asked to free him taking into account that he had lived for some time with his master on the territories of the states that were free from slavery. The court made a negative decision that was a serious blow against the abolitionists.

Jacksonian democracy – «джексонівська демократія».

The movement for granting more rights to the ordinary people that began in 1830s. It was headed by the 7th President of the USA Andrew Jackson, one of the founders of the Democratic Party. His approach to governing the country got the name of the **Jacksonian democracy**. This movement had a great support in the new settlements of the South and West of the USA, where the people from the first days got accustomed to live under conditions of full liberty and absolute equality. It was also supported by the right to vote in the Eastern states by the individuals who did not have property.

Jeffersonian democracy – «джефферсонівська демократія».

The movement for the democratization of the American system of government in the first half of the 19th century that was headed by the President Thomas Jefferson. The democracy was not so radical as the **Jacksonian**

democracy that followed it. If the followers of Jackson considered the ordinary people to be the better judge of all the events, the followers of the **Jeffersonian democrac** yunderlined the necessity to govern the people by the individuals who had the best abilities.

Jane Doe – Джейн Доу.

It is a symbolic name of a woman (especially in the legal documents and judicial cases), when the name announcement is unwanted.

John Doe – Джон Доу.

It is a symbolic name of a man that is used in the legal documents and advertisements for indication of any person.

Lynch law – закон Лінча.

The punishment of the alleged criminal, most often by hanging, by consent of the crown without a necessary trial. It was often used in the West of the USA as a means of the minimum law and order before the sheriffs and courts appeared. It is named after Charles Lynch.

Scopes trial – процес над Скоупсом.

A «Monkey process» that took place in 1925 in the state of Tennessee over the school teacher who dared to teach the theory of the evolution contrary to the prohibition of the authorities of the state. The outstanding personalities took part in the trial on both sides – the prosecution was represented by William Bratan, and the defence was represented by Clarence Darrow. The trial was considered to be a deep conflict between religion and science.

Miranda decision – рішення у справі Міранди.

The decision of the Supreme Court of the USA in the **Miranda Case** (1966) concerning the police when they arrest somebody; they should remind the person who is being apprehended about his legal rights: the right to remain silent; anything the person says can and will be used against him/her in court; the right to talk to a lawyer and have him present now or at any time during questioning; if the person cannot afford a lawyer, one will be appointed for him/her without cost. This decision is the support of the right which is guaranteed by the Fifth Amendment to the Constitution of the USA.

Here are some examples of the cases, the names of which contain the precedent judicial terminonym, because they concern the certain precedent judicial cases and contain the eponyms. A terminonym (a proper name) is used for the nomination of the special single phenomena and commercial issues. The names of the judicial precedents have the structure Name v (vs., versus) Name.

Such terms contain the proper names not only of the judges, but of the politicians, deputies, economists, etc., who formulate the concepts, acts, laws, rules, and regulations³⁵.

Saunders v Vautier is a leading English trusts law case. It laid down the rule of equity which provides that, if all of the beneficiaries in the trust are of adult and under no disability, the beneficiaries may require the trustee to transfer the legal estate to them and thereby terminate the trust. The rule has been repeatedly affirmed in common law jurisdictions, and is commonly referred to as «the rule in *Saunders v Vautier*» for shorthand. A testator, one Richard Wright, had bequeathed £2,000 worth of stock in the East India Company on trust for his great-nephew, Daniel Wright Vautier, and his wife and heirs. According to the terms of the trust, it was to accumulate until Vautier reached the age of 25. The stock's dividends were to be accumulated along with the capital. Daniel Wright Vautier's father died in the testator's lifetime, but after the testator's death, Daniel Vautier's widow, Susannah, commenced a suit for payment out of maintenance to her son during his minority.

Marbury v Madison was a landmark decision of the US Supreme Court that established the principle of judicial review, meaning that American courts have the power to strike down laws and statutes they find to violate the Constitution of the United States. Decided in 1803, *Marbury* is regarded as the single most important decision in American constitutional law. It established that the US Constitution is actual law, not just a statement of the political principles and ideals. It also helped define the boundary between the constitutionally separate executive and judicial branches of the federal government.

The case originated in early 1801 and stemmed from the rivalry between the outgoing President John Adams and the incoming President Thomas Jefferson. Adams, a member of the Federalist Party, had lost the US presidential election of 1800 to Jefferson, who led the Democratic-Republican Party.

The above examples demonstrate that without the explanation of the word-combinations that belong to the realities or the lexical units and the national-cultural semantic of which is unknown, for example to the Ukrainian reader, it is sometimes difficult not only to clearly understand the information, but also, when common for the speakers knowledge is not stated, communication seems impossible.

35 Зеленська О. П. Оними в англійському законодавчому дискурсі (на прикладі правової системи Великобританії). *Вісник науки та освіти* (Серія «Філологія», Серія «Педагогіка», Серія «Соціологія», Серія «Культура і мистецтво», Серія «Історія та археологія»). 2024. Вип. № 3(21). С. 159-182.

It is also necessary to develop a system of the tasks, the content of which should reflect the socio-cultural information and should not only help to master the professional vocabulary, but to understand and use the rules, models of the verbal and non-verbal behaviour, communication which are used in this or that culture.

Here are the examples of several tasks for forming the professional lexical competence containing the socio-cultural component concerning the topic ***Prosecution Role and Standards***: Cadets will be able to explain the qualifications, selection and responsibilities of a prosecutor in the United States.

Task 1. *Choose the best answer.*

(law schools, prosecutors, etc.)

1. Three professionals in the American criminal justice system – ... , defense counsel and judges – will be lawyers.
2. The lawyer-professionals all will be graduates of

Task 2. *Use the proper part of speech.*

1. In America the authority ... is divided among the various state and federal officials.
 - a) prosecutor; b) prosecution; c) to prosecute; d) prosecuting.

Task 3.

a) *Express your confidence in the fact ...*

- 1) that all three professionals in the criminal justice system – prosecutors, defense counsel and judges – all are concerned with the judicial process and the interpretation of law. Etc.

b) *Express your position as to ...*

- 1) the fact that in America state officials are responsible for prosecutions under state law and the federal officials for prosecutions under federal law. Etc.

c) *Express your doubt as to ...*

- 1) the quantity of the courses in the law school that a typical law school graduate takes when he/she enters a new field and educates himself/herself. Etc.

Thus, the usage of the professionally oriented materials containing the socio-cultural component with the aim of forming and developing the lexical competence makes it possible for the cadets not only to acquire the professional lexis, but to get acquainted with the cultural and everyday life peculiarities, norms of the communicative behaviour, etc. in the foreign countries. The system of the specially developed tasks that are oriented towards achieving this aim plays an essential role.

CONCLUSIONS

Thus, under modern conditions of the great migration, extending the international contacts the problem of the intercultural relations, cultural integration, i.e. the problem of deepening cultures, interrelations between the states, national cultural groups and regions becomes particularly topical. The cultural integration begins with the practical and information interactions between cultures, organizations, creators and consumers of culture.

In this connection it is possible to affirm that a person who has developed culture of international, intercultural communication has some typical features of a personality: the habits of communication (both speech, social and cultural ones) in a multinational collective, the ability to use them in the practical activity, transform the linguistic form according to the particular situations of the social norms realization; a respectful attitude to the national dignity of other people, to national cultures; understanding the cultural self-identification of the personality; overcoming the ethnocentric and mono-cultural perception of the world; freedom from the superstition, etc.

The culturological training of the cadets at the establishments of higher education of the system of the Ministry of Internal Affairs of Ukraine is a complex poly-functional open pedagogical system, the aim of which is forming the personality of a professional-law enforcement officer (his/her knowledge, skills, habits, thinking, personal qualities), who is capable of being, acting, working, fulfilling the professional activity and is ready for the dialogue and cooperation with the representatives of other cultures (i.e. having the habits of intercultural communication) in the social multicultural environment and bears the personal moral responsibility. The tasks of the culturological training of the police officers is to search for the ways of mastering the culturally creative experience of the mankind and on this basis the creation of the complete system of the conditions that help to form the personality of the future law enforcement officer and provide his/her socio-cultural development. The process of the culturological training is oriented towards the awareness by the cadets of their role in the transition of culture to those, who are around them, that makes them responsible for their education and personal appearance not only as an educated person, but a cultural one as well.

The principle of the culturological orientation assumes raising the spirituality of the cadets, their general cultural development, the reliance on the world and national values in the educational process, mastering the ability to communicate,

the dialogue interaction of the teachers' staff and cadets, the transition from the informative to the developing model of education the main aim of which is educating the spiritually mature personality whose personal valuable orientations are kindness, justice, and morality.

One of the requirements of this principle is raising the status of the humanitarian sciences in the cadets' training, learning all the subjects of the academic curriculum which have the humanitarian orientation, the humanitarization of knowledge, revealing the struggle of the ideas in the sciences, contributions of the outstanding domestic and foreign scientists into the treasury of scientific knowledge, special one including. Basic knowledge about the social world that surrounds the individual, the mechanisms of culture, the system of the norms and values accepted in the society, the hierarchy of these values are taught by the disciples of the humanitarian cycle.

The professional activity of the future law enforcement officers assumes the necessity to communicate with the officials, foreign citizens, police officers of other countries, courts, etc. That is why the socio-communicative habits of such specialists should include not only the pragmatic aspects, but the factor of having a command of the foreign language as a prestigious component of general personal culture of the personality. Without the good command of the foreign language and without a formed socio-cultural competence the future specialist will be unable to solve all the issues that will appear during his/her professional activity.

The language and culture have a complex and mutual relation to each other. The language and culture are not the separate phenomena, they are mastered both, and each supports the development of the other³⁶.

Understanding nature of the relationships of the language and culture is central in learning the foreign language. The matter is that not only the forms of the language convey the meaning. The language in its cultural context creates the meaning: the creation and interpretation of the meaning takes place in the frames of culture. And culture of those who learn the foreign language, and culture in which the meaning is created or notified have an influence on understanding the possible meanings. Mastering foreign language communication assumes the perception of the ways through which culture interacts with the language at any time and under any conditions³⁷.

36 Mitchell R., Myles F. *Second Language Learning Theories*. London: Arnold Publication, 2004. 303 p.

37 Liddicoat A.J., Papademetre L., Scarino A., Kohler M. *Report on Intercultural Language Learning*. Canberra: Commonwealth of Australia, Department of EST, 2003. URL : <http://www.deewr.gov.au>

The effective achieving the professional, educational and developing aims of mastering the foreign language also requires knowledge of the historical, cultural, political, economic, etc. peculiarities of the foreign countries the language of which is learnt. This circumstance conditions the status of the foreign language as a discipline that assists in the humanization of education. The cadets in the process of learning the foreign language are the active and full-fledged participants, and the very process is directed on the development of their independence, freedom of their linguistic creativity and personal responsibility for the results of learning.

The linguistic and country studies have their own material of the research that contains not only the information about the linguistic fact, but, what is the most important, helps those who learn the foreign language to understand the national and historical peculiarities of this fact – the peculiarities that the other socio-culture has. The linguistic and country studies provide the solution of one of the main philological problems – the adequate understanding of the text. The cadets should learn to acquire the cultural component from the forms of the foreign language directly in the process of learning the language. Such an approach actualizes the significance of the creativity and personality in the educational process.

It is also necessary to develop a complex of the tasks that model the situations connected with the process of the socio-cultural adaptation and to train during the classes of the foreign language how to develop the strategy and tactics of the behaviour in the new cultural environment, to experience the emotional shock under conditions that model the interethnic interaction, and to develop the respective adaptation techniques that lower anxiety in the unknown environment.

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