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TOPICAL ISSUES OF INTEGRATING INTERNATIONAL STANDARDS AND PRACTICES OF ENSURING PERSONAL SECURITY OF POLICE OFFICERS INTO THE EDUCATIONAL PROCESS

Abstract. Purpose. The purpose of the article is to identify the topical issues of integrating international standards and practices of ensuring personal security of police officers into the educational process and to find potential solutions to them. **Results.** The article focuses on identifying the topical issues of integrating international standards and practices of ensuring personal security of police officers into the educational process in the system of higher education institutions with specific learning conditions and the system of initial professional training centres, as well as potential ways to address them. It is emphasised that the insufficient level of training of the personnel reserve directly affects the negative trend (dynamics) of deaths, injuries or various kinds of bodily injuries of police officers in the course of their professional duties. The author identifies the relevance of the issue under study in connection with the formation of new realities of law enforcement activities. It is specified that the present requires a modern level of police training. It is determined that the previously introduced international standards and practices for ensuring the personal security of the National Police officers did not significantly affect the quality of training of the personnel reserve within the educational process. The author emphasises that solving problematic issues of the educational process will directly affect the effectiveness of law enforcement training. **Conclusions.** It is concluded that the issue of ensuring personal security of the National Police officers cannot be resolved only by solving the problem of the educational process. The author identifies potential ways to integrate international standards and practices of ensuring personal security of police officers and improving the situation with the educational process. In order to change the negative dynamics (trends) and improve the overall situation with regard to death, injury, trauma, maiming, mental disorder, and suicide among the personnel of the National Police in the course of their professional duties, it is proposed to focus on the issue of introducing international standards and practices of ensuring the personal security of police officers within the educational process.

Key words: study sessions, personal security, official duties, law and order, optimisation, police officer, professional training, training system, psychological training, educational process.

1. Introduction

Nowadays, the National Police personnel perform their direct duties under conditions of increased physical and emotional stress, which is undoubtedly closely related to previously unknown negative phenomena and processes. It should be noted that the training of the personnel reserve for the National Police as an integral part of the security and defence sector of Ukraine has certain shortcomings that significantly affect the state of personal security. To solve complex problems, including in the context of martial law, it is necessary to introduce international experience and standards of personal security of the National Police employees. Moreover, today's realities create new conditions for law enforcement in the form of non-standard situ-

ational scenarios that require a police officer to have an appropriate level of proficiency in firearms, special equipment, tactical and hand-to-hand combat techniques. In these challenging conditions of the law enforcement system, there is a need to address the issue of high-quality training of the personnel reserve in accordance with international standards.

Some issues of personal security of law enforcement officers are presented in the works by scholars such as: V.B. Averianov, O.F. Andriiko, O.M. Bandurka, V.V. Boguslavskyi, V.V. Bondarenko, O.V. Dzhararova, O.Yu. Drozd, A.T. Komziuk, O.H. Komisarov, O.V. Kuzmenko, S.O. Kuznichenko, V. P. Lipkan, M.I. Logvynenko, Ye.O. Leheza, O.I. Mykolenko, O.M. Muzychuk, O.V. Nehod-

chenko, O.Yu. Syniavska, S.O. Shatrava, D.V. Shvets, T.V. Shevchenko and many others.

Along with a wide range of scientific research, the problem of integrating international standards and practices of ensuring personal security of the National Police into the educational process, in particular, training police officers to perform their duties under emergency legal regimes and other circumstances that complicate the operational situation in the police service area, remains relevant. Accordingly, the previously unknown challenges faced by the National Police require a change in approaches and standards of training of the personnel reserve, which, in turn, involves borrowing international programmes aimed at ensuring the personal security of police officers.

The purpose of the article is to identify the topical issues of integrating international standards and practices of ensuring personal security of police officers into the educational process and to find potential solutions to them.

2. Principles of ensuring personal security of the National Police officers

Nowadays, new approaches are needed to ensure the protection of human rights and freedoms, fight crime, and maintain public safety and order. In the context of the economic crisis, uneven social development, a sharp decline in living standards, significant gaps in legislation and other negative factors, the number of people prone to commit crimes has been increasing (Tolok, Kriukovska, 2011). In terms of effective law enforcement, this applies to both measures to protect the life and health of citizens and the personal security of police officers.

Statistical data on the recent negative dynamics (trends) in ensuring the personal security of the National Police officers indicate that police officers are not sufficiently prepared to perform their professional duties. The imperfection of the police training system leads to the fact that, unfortunately, every year police officers are injured and killed during the course of their service (Vlasenko, Koteliukh, 2019).

Therefore, the problem of ensuring the personal security of the National Police officers requires a clear and timely solution.

The first promising step towards solving the above problem is to find "weaknesses" in the law enforcement training system. Given that scientific grounds are the basis for solving problematic issues, we believe it is quite acceptable to consider the positions of scholars on the above-mentioned negative phenomenon.

According to O.Yu. Koniev and O.T. Nikolaiev, the main reason for the increase in the number of cases when police officers are unable to use firearms and confront offenders in a certain situation of varying degrees of risk is the insuffi-

cient level of mastery of practical skills in the use of firearms, special and improvised means, as well as the insufficient level of physical and psychological preparedness of police officers to perform targeted actions, use service weapons and other methods of influence on offenders, which were studied in universities, in a particular situation (Koniev, Nikolaiev, 2017).

In addition, A.I. Chernykov's perspective is worth quoting: analysing cases of police officers receiving bodily injuries in the course of their duties, the scholar concluded that one third of emergency incidents, in most cases, occurred due to the inept application of measures to influence the offender during the stopping of a criminal offence or detention. Ignorance or disregard of tactical techniques to ensure personal security, improper use of self-defence techniques leads to law enforcement officers being injured as a result of aggressive influence (Chernykov, 2018).

Furthermore, O.O. Holovatskyi emphasises that in the context of confrontation with aggressive offenders, many police officers had a low level of skills in the use of police coercive measures (physical force, special means and firearms) (Holovatskyi, 2017).

Therefore, the analysis of the opinions presented by scholars enables to conclude that the "weaknesses" in the law enforcement training system are ignorance or inability to apply and use special means, including hand-to-hand combat techniques, as well as firearms in extreme situations. In other words, the process of training law enforcement officers requires significant changes.

Given that the aforementioned process lasts throughout the entire period of service, it can be divided into two phases. The first phase of police training is the educational process in the system of higher education institutions with specific learning conditions and the system of initial professional training centres. The second phase is the in-service training. At this point, it should be noted that the formation of the fundamentals of law enforcement officers' safe activities begins at the first phase of their training, as part of the educational process. The provision of theoretical knowledge and practical skills necessary to ensure personal security is entrusted to specialised departments, such as the Department of Tactical and Special Training; Firearms Training; Special Physical Training, as they have a direct impact on the further safe activities of both individual police officers and law enforcement bodies in general. Therefore, it is possible to contribute to solving the problem of ensuring personal security of police officers by introducing changes in the activities of the above-mentioned departments, having previously identified the negative factors and conditions that affect the quality of training of personnel.

It is appropriate in this context to quote the perspective of scholars on the quality of the educational process. For example, V.V. Bondarenko emphasises that the analysis of the educational process of future law enforcement officers revealed that the main problem of firearms training is the lack of practical knowledge regarding the decision-making process for using firearms in different situations. In addition, the scholar emphasises that there are numerous cases when officers had to chase and detain offenders while suppressing public order. However, the low level of physical fitness did not allow them to effectively use physical coercion techniques (Bondarenko, 2017).

According to D.V. Shvets, the existing methods of conducting firearms training classes are mostly hopelessly outdated and do not meet the requirements of the XXI century, and the scientific and pedagogical staff of the firearms training departments of departmental higher education institutions need to develop new methods of conducting classes as soon as possible. Such methods should be based on the carefully selected experience of law enforcement bodies of foreign countries and the latest developments of domestic scientists (Shvets, 2017).

Without further citing and thoroughly analysing the numerous views expressed in the legal literature on this issue, we believe that the following can be considered negative factors and conditions that affect the quality of training of human resources: 1) outdated methods of teaching practical disciplines; 2) lack of modern law enforcement training programmes; 3) ignoring international experience.

We strongly believe that the above-mentioned negative factors of the educational process can be eliminated by introducing international standards and practices. Moreover, a number of negative factors and conditions affect the successful implementation of international experience in the educational process.

The following is a list of them, which includes the lack of willingness of the academic staff of the specialised departments: 1) to change Soviet teaching methods; 2) to attend trainings and seminars on modern methods and techniques of conducting practical classes; 3) to work on existing international programmes to ensure personal safety of police officers.

In addition to a number of the above-mentioned negative factors and conditions that directly affect the state of personal security, we have to state the fact that today the educational process does not have proper material and technical support. The following example will substantiate this statement. At present, practical classes in the disciplines of Tactical and Special Training and Special Physical Training are con-

ducted using rubber models of edged and firearms. Apparently, there is nothing unusual in the use of the above-mentioned equipment, as they are similar in size and standards to military weapons and can be used during practical training to simulate an attack on a police officer. However, we strongly believe that the use of the above-mentioned rubber products in the educational process is generally unacceptable, as it forms a certain principle of safety in future law enforcement officers, which is the misunderstanding that these items pose the greatest threat to their life and health in the practical work of a police officer. To support our own point of view, we would like to emphasise that another significant disadvantage of using a rubber firearm is that it does not allow for practical training in switching off the safety, feeding a cartridge into the chamber, firing and reloading the weapon. Meanwhile, the above-mentioned practical skills are an important part of the formation of motor actions that are so necessary in extreme situations. It should be noted that a significant disadvantage of using a rubber model of a cold steel weapon is the fact that when practising detention techniques, it does not leave a feeling of contact with a dangerous object, which in real situations leads to negative consequences. Failure to understand the danger of the situation makes it impossible for the future law enforcement officer to draw attention to other objects that pose a threat to his or her life and health, such as a blade, an awl, a sharpened coin, in the hands of criminal elements.

3. The role of the educational process in ensuring personal safety of National Police officers

In the context of the issues discussed in this article, the perspective of B.V. Lishchuk seems to be quite reasonable, the legal scholar notes that the application of foreign experience, primarily that of the USA, has significantly contributed to solving the problem of injuries and deaths of police officers, ensuring their personal safety while performing their duties. This included not only substantial financial support, but also the secondment to Ukraine of experienced instructors who participated in the training of police personnel under the US Department of Justice/ICITAP International Criminal Investigative Training Programme, primarily in tactical and firearms training. Today, police training in Ukraine is based on the American experience with its most effective approach to solving practical training problems (Lishchuk, 2016).

With regard to the above-quoted passage, we should note that a small percentage of the academic staff of specialised departments of higher education institutions with specific

training conditions and an even smaller percentage of teachers of initial professional training centres were involved in the training process under the above-mentioned International Training Programme. Therefore, in our opinion, the statement that police training is based on the American experience is not entirely appropriate.

Furthermore, it should be noted that borrowing international experience and introducing it into the educational process in law enforcement in other countries is a standard practice.

Therefore, in terms of the educational process in the context of gaining and implementing international experience, it should be noted that a large number of programmes and recommendations aimed at ensuring personal safety of police officers are developed and implemented in developed countries. For example, consider the experience of the United States of America, where the following programmes are in place to ensure the personal safety of police officers, namely: Officer Survival at the Incident Scene programme; Officer Survival during a Drug Seizure Raid programme; Officer Survival during Detention programme; Street Survival programme, etc. (Sobol, Kolomoitsev, 2012).

Therefore, we consider it a perfectly acceptable idea to consider, possibly refine (in accordance with the requirements of the current legislation) and introduce the above programmes into the educational process.

In this context, it is appropriate to emphasise that the above programmes require proper logistical support. By this requirement, we mean modern computer systems, special models of cold steel and firearms, as well as special equipment that can fully recreate real-life scenarios of law enforcement practice during practical training as part of the educational process.

Therefore, we see the following as ways to introduce international standards and practices to ensure the personal safety of police officers into the educational process: 1) forming the basis of the above-mentioned specialised departments with highly qualified scientific and pedagogical staff capable of changing the established standards of activity; 2) providing the educational process with modern equipment (inventory); 3) selecting and implementing the most optimal international programmes to ensure personal safety of police officers.

4. Conclusions

To sum up, it should be emphasised that today's realities require better training of the National Police. Moreover, the issue of ensuring personal security of the National Police officers remains relevant and requires modern approaches to address it. cannot be resolved only by solving the problem of the educational process. To a large extent, introduction of international standards and practices

of ensuring the personal security of police officers in the educational process will facilitate changing the negative dynamics (trends), which has been observed recently. However, a comprehensive solution to the above problem is not possible only through changes in the educational process. Implementation of the proposed changes will improve the quality of law enforcement training in the educational process and create the basis for their safe operation.

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АКТУАЛЬНІ ПРОБЛЕМИ ЗАПРОВАДЖЕННЯ МІЖНАРОДНИХ СТАНДАРТІВ ТА ПРАКТИКИ ЗАБЕЗПЕЧЕННЯ ОСОБИСТОЇ БЕЗПЕКИ ПРАЦІВНИКІВ ПОЛІЦІЇ ДО ОСВІТНЬОГО ПРОЦЕСУ

Анотація. Мета. Мета статті полягає у визначенні актуальних проблем запровадження міжнародних стандартів та практики забезпечення особистої безпеки працівників поліції до освітнього процесу та пошуку перспективних шляхів їх вирішення. **Результати.** Статтю присвячено визначенню актуальних проблем запровадження міжнародних стандартів та практики забезпечення особистої безпеки працівників поліції до освітнього процесу у системі закладів вищої освіти із специфічними умовами навчання та системі центрів первинної професійної підготовки, а також можливих шляхів їх вирішення. Наголошено, що недостатній рівень підготовки кадрового резерву, безпосередньо, впливає на негативну тенденцію (динаміку) щодо загибелі, поранення або отримання різного роду тілесних ушкоджень працівниками поліції, під час виконання ними своїх професійних обов'язків. Зазначена актуальність досліджуваного питання у зв'язку із формуванням нових реалій діяльності правоохоронного органу. Вказано, що сьогодення вимагає сучасного рівня підготовки поліцейських. Визначено, що раніше запроваджені міжнародні стандарти та практики щодо забезпечення особистої безпеки працівників Національної поліції суттєво не вплинули на якість підготовки кадрового резерву в межах освітнього процесу. Акцентовано увагу, що вирішення проблемних питань освітнього процесу безпосередньо вплине на ефективність підготовки правоохоронців. **Висновки.** Зроблено висновок, що вирішення питання забезпечення особистої безпеки працівників Національної поліції неможливе лише за допомогою розв'язання проблеми освітнього процесу. Визначено перспективні шляхи щодо запровадження міжнародних стандартів та практики забезпечення особистої безпеки працівників поліції та покращення ситуації із забезпеченням освітнього процесу. З метою зміни негативної динаміки (тенденції), а також покращення ситуації в цілому щодо загибелі, поранення, травмування, каліцтва, психічного розладу, а також самогубства серед особового складу працівників Національної поліції під час виконання ними своїх професійних обов'язків запропоновано зупинитися на вирішенні питання запровадження міжнародних стандартів та практики забезпечення особистої безпеки працівників поліції в межах освітнього процесу.

Ключові слова: проведення занять, особиста безпека, службові обов'язки, правопорядок, оптимізація, поліцейський, професійна підготовка, система навчання, психологічна підготовка, освітній процес.