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DOI

**WEB QUEST AS A MEANS OF TRAINING COURSANTS-
POLICEMEN FROM HIGHER EDUCATIONAL INSTITUTIONS
WITH SPECIFIC CONDITIONS OF TRAINING FOR
PROFESSIONAL COMMUNICATION**

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**ВЕБ-КВЕСТ КАК СРЕДСТВО ПОДГОТОВКИ КУРСАНТОВ-
ПОЛИЦЕЙСКИХ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ СО
СПЕЦИФИЧЕСКИМИ УСЛОВИЯМИ ОБУЧЕНИЯ К
ПРОФЕССИОНАЛЬНОМУ ОБЩЕНИЮ**

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Pedagogical potential of web-quests has been covered in the Article. Advantages and disadvantages of web-quests in the educational process have been analyzed. The extension of communication border between workmates and partners on the principles of cooperation as well as at the international level has been referred to one of the advantages of web-quests. It has been noted that quests, emerging through social networking websites can harm the health of the youth. The practical significance of web-quests while police training for professional communication has been proved. The web-quest project "Police preparation to the professional mobile communication" for cadets of Kharkiv National University of Internal Affairs has been presented.

Keywords: *communication, Internet, police, professional preparation, web-quest, cooperation.*

В статье раскрывается педагогический потенциал веб-квестов. Проанализированы преимущества и недостатки веб-квестов в образовательном процессе. К одному из преимуществ веб-квестов отнесено расширение границ общения между коллегами, партнерами на принципах сотрудничества, в том числе и на международном уровне. Отмечено, что в социальных сетях появляются квесты, которые вредят здоровью молодежи.

Доказано практическую значимость веб-квестов для подготовки полицейских к профессиональному общению. Представлен проект веб-квеста «Мобильное общение полицейских» для курсантов Харьковского национального университета внутренних дел.

Ключевые слова: *общение, Интернет, полицейские, профессиональная подготовка, веб-квест, сотрудничество.*

Problem statement. In the context of tasks and orders of the National Police and the Ministry of Internal Affairs of Ukraine, in particular, provided by the order of the Ministry of the MIA of Ukraine No. 1252 dated November 25, 2016, approving Conception of Educational Reform in the Ministry of Internal Affairs, it is necessary to master the World Wide Web more comprehensive, to learn and apply ICT means in educational environment. Currently, the question of improvement of educational services, implementation of active methods and forms of students and cadets training in the educational process has been activated. The explanation is a slow reformation of the Ukrainian higher education, insufficient level of use of information and communication technology (ICT) for educational purposes, low performance of future specialists training for the working life.

The police lack competent and balanced communication with the population. Many examples of unsatisfactory grades of police work by the citizens can be provided, but it does not solve a problem of law-enforcement

officials training for the professional communication, compliance with ethics and culture of mutual relations. As an experience of work at higher educational establishments with specific conditions shows, police preparation for professional communication is insufficient. A solution of such problem requires efforts both from scientific and pedagogical staff and from students and cadets.

Researches, in which there is a connection between professional communicative competence of officers and particularities of communication, are close to the specified subject of the article. Thus, P. Lozynskyi [8] considers that the current communicative competence is a human ability to apply knowledge of the language in certain types of communication, to implement means of interaction with the others, as well as remotely, to work in groups and master social roles. Within this framework, the need arises to talk about the role of foreign communication in military units. Without repeating the text of the article of the cited author, we should note things by which we are impressed, namely they are things, expanding the borders of professional communication of the officers by means of second language mastering; improvement of linguistic preparation of the staff, being an integral part of the professional competence of military personnel; the attention is paid to self-training of cadets as the possibility to master new examples of communication, expression of the own perspective.

The scientist V. Vykhreshch [2] gives pedagogical characteristics of web-quest interactive technology, unlocks its general methodological potential. In the author's opinion involvement of future officers to the teamwork through the website has positive effects on their corporate culture development. It should be noted that O. Zahrebelnyi [6] also pays attention to the role of teamwork of law enforcement officers, and according to him, its efficiency depends on communication ability.

A. Zhydenko and T. Zhydenko write about web-quest technology application for the preparation of future specialists in military industries. [4].

These technologies are classified by authors as new efficient methods and modes of second-language training, promoting mastering skills of search and exploratory activities by cadets and development of an informative and professional culture of web-quests participants.

Scientists V. Artiukhova and N. Shchokina [1] analyze the essence of the concept “quest”, its structure, approaches to classification, conditions of quests implementation in the professional training of future Ukrainian Air Force officers. The example of quests application in the teaching of social psychology has been given. It recommended carrying quests at other psychological and pedagogical disciplines.

The quest “In search of Cossack treasures” has been described with the purpose of development of ethical and cultural identity of teenagers (K. Zhurba and I. Shkilna) [4].

“Fatal quests” have been spreading via social networking website “Vkontakte” in Ukrainian Children’s Environment since mid-2016. The reason for this is indifference to the problems of children concern both from the side of the state and from the side of adults. This caused the closeness of a child, feeling loneliness and even suicide. The National Police of Ukraine joined to the development of methodological recommendations concerning “Dangerous quests for children: preventive actions of involvement” [8].

From our point of view, a quest is an effective means of cadets’ preparation for professional communication.

The purpose of the article. To identify the pedagogical potential of web-quests and to develop the authorial web-quest in police preparation for professional mobile communication.

Presentation of the basic material of the research. Questing had originated in the United States as the conception of independent discovery and perception of the world around, where special attention was paid to participants own experience and involvement to the certain problem solution. Steven Glazer and Delia Clark are founders of questing [3]. Without repeating

the text of other authors, it should be noted that there is a classification of quests for the mode of movement, location, task type, the type of performance, territory, and space in the scientific literature [2-5]. Organizational requirements to quests are also provided: the topic and aim need to be defined; roles should be outlined, quest stages should be developed (5-10); teams should be formed (4-10 persons); time and duration of quest implementation should be defined (1.5-3 hours).

It should be noted that there is also quest classification, such as real quest, web-quest, a personal one, city-quest, escape room, action quest, quest performance, horror (terror) quest, Morpheus quest.

Currently, quests, conducted for students and cadets, are widespread. According to the opinion of K. Zhurba and I. Shkilna [5] web-quest is complicated online searching. However young people like to “browse the web”, neglecting time and health and that is why these customs should be used in something useful. Thanks to web-quests the participants learn to use Internet information space and cloud technologies to search for answers to topical issues, enlarge their sphere of communication and perception. There is also a widespread opinion of the organization and implementation of educational projects in the form of quests.

On the basis of an analysis of the scientific literature [2-5; 8] web-quests advantages and disadvantages should be emphasized. The following things are web-quests advantages:

- they form a cooperative culture of a human as a style of their life, thinking and actions of the team;
- they develop communicative and digital competencies of participants;
- they expand the boundaries in communication between co-workers and partners and promote communication as well as at the international level;
- they inspire to foreign language study and their application in professional activity, help to create a foreign-language environment at higher educational establishments and to communicate in remote mode;

- they promote participants to learn new independent exploration of perceptive information and creative thinking;
- they disclose resource capacities of participants, their talents and abilities, such as administrative, leadership, managerial and communicative abilities;
- they stimulate lecturers to work in new educational conditions, for identification of needs of continuous professional development and also for performing the role of a coach in such quests;
- they “set” the work outside the public, and this means that participants have the possibility to work independently, manage their time, not to be distracted by unnecessary talks in the collective, to focus attention only on the main and necessary things;
- they reveal the technical capabilities of ICT – the task can be posted on Facebook or Instagram, pictures – in the educational blog, etc.

As noted by A. Zhydenko and T. Zhydenko [4], web-quests raise the level of proficiency of professional language by military specialists in the area of military translation, contribute to the development of skills of independent search, processing and analysis of scientific and educational information, help to improve their knowledge about culture and mental structure of the target-language country.

We are impressed by the opinion of K. Zhurba and I. Shkilna [5] that a quest helps players to know how to cooperate in the team, understand and defer to the opinion of the other person, to acquire information correctly and exactly, to pay attention to the primary target. Certainly, such a game is highly charged and “gambling”, it promotes the development of activity, initiative, communicativeness, creativity, and mobility.

Unfortunately, it is very difficult to control web-quests, for example over social media, namely, objectives and content, purposefulness, results, participants, side effects, etc. For example misapplication of web-quests for communication with pupils. It refers to deathful quests via social media “VKontakte” (“Sea of Whales”, “Quiet House”, “Blue Whale”, etc.). Such

quests drove children to suicide for 50 days. That's why National children's "hotline" urgently responded to such a problem. The attention should be paid to the fact that peculiarities of work of such line are correctly organized communication with children and parents, seeking help. "Hotline" workers are recommended to observe ethics of pedagogical communication, to perceive a child as an individual, understand their problems, and keep confidential the content of conversation in the school setting, to form correct and positively constructive phrases in the process of communication [8].

Methodological work by O. Hrabovska is tangent to the subject of the article [3], who describes the methodology of human rights education through participation in city quests (field action role plays) connected to the document management. It is characteristic that positional information and information about the competence of the bodies and institutions, concerning human rights, is combined with knowledge about procedures and skills of document preparation, necessary for the assertion of certain rights. According to the author, precisely such training under real-life conditions better provides insight into the scope of powers of governmental agencies, responsible for observance and protection of human rights as well as the role of individuals and nongovernmental agencies in the process of ensuring respect for human dignity and human rights protection.

The educative quest "Criminal Groups", conducted by the lecturers of the Department of Psychology and Pedagogics at I. Kozhedub Kharkiv National University should be commended. [1]. As an illustration of quest structure, the status of its implementation should be described. Lecturers created 5 locations, at each of them a group of cadets received a special envelope with tasks and have 10 minutes to solve them. In case of the right answer, cadets received prompting where to search the next location. Classrooms, a library, and departments were the location. The following tasks captured the interest of cadets: to search at the portraits of people on the walls, to define criminals by outward signs; to watch a video, representing known psychological

syndrome, demonstrating victims' feelings to their offenders and after name it. Scientists V. Artiukhova and N. Shchokina [1] argue that participation in such quests have heightened cadets' interest to educational subjects, interpersonal relations in cadets team have improved, communicative interaction and conflict resolution abilities have perfected. It should be noted that the reliability of such findings ought to be proved by statistical methods, rather than just observation results and interrogation of the article writers.

A web-quest technology has been developing in Kharkiv National University of Internal Affairs at the Department of Ukrainian studies of the Faculty No. 2. We have developed the web-quest project on a topic "Police Mobile Communication", representing a route and stops (4-5), having tasks of cadets' professional communication. Let's give examples of tasks.

1. A stop "In the office of a district police officer".

A task: A district police officer has to lead a preventive discussion with a man, who is accused for beating his wife for the prevention both physical and psychological family abuse and to warn of negative consequences in case of wrongful acts continuation, namely, threatening, infliction of bodily harm, creation of unbearable living conditions for family members. To make a legal assessment of the performed actions (Code of Administrative Offences).

2. A stop "A green Room for psychological work with children, being on difficult living situations".

A task: Juvenile Prevention Inspector has to lead a preventive discussion with a child, whose behavior is of antisocial nature. (The child is 14 years old, he/she consistently ditches school, inherits bad habits, uses offensive language, disrespectfully treats with his/her counterparts and older persons). (The Inspector uses the instruction on the organization of work of criminal police units for children).

3. A stop "A questioning of a witness to a woman robbery is conducted in the Investigator's office".

A task: To offer the person to witness about the circumstances she saw. To warn the witness on responsibility for giving false testimony. To find out all circumstances of the offence, witnessed by such person. To draw up a protocol of examination of a witness. To put questions in order to investigate all circumstances of the committed offence (about the time, place, circumstances of the criminal offence, the person, who committed it, his/her distinguishing characteristics and behavioral differences.).

To make a legal assessment and to take a decision on the type of offence by virtue of the Criminal Code of Ukraine.

4. A stop “A foreigner, who has his purse stolen, comes to the police officer”. (The foreigner does not know Ukrainian and the police officer does not know English).

A task: What actions should the police commit in order to determine the circumstances of the incident and to help the victim? What instructions and regulatory acts should they use?

4. A stop “Patrol officers meet 3-years old child in the street, who has lost”.

A task: It is necessary to find out the following: What is the child’s name? What are her/his parents’ names? Where does he/she live? (To find out psycholinguistic aspects and pedagogical method of communication with a child).

The essence of the pedagogical potential of web-quests lies in the fact that participants in the educational process learn training material at the creative level and the principle of the combination of the theory with the practice is realized.

Conclusions and directions for future research. The author fully independently highlighted the advantages of web-quests in the educational process. It has been noted that the police must know and be able to prevent the appearance of fatal quests via social media, that are harmful to the health

of the youth, and prevent offences. The practical significance of web-quests for police preparation for professional communication has been proved.

The web-quest project “Police preparation to professional mobile communication” for cadets of Kharkiv National University of Internal Affairs, which is a route and stops (4-5), where tasks in professional communication are solved, has been provided. It has been offered to give a lecture “Educational potential of web-quests” for lecturers.

The directions of the future research are the development of the police preparation technology for professional communication in the higher educational establishments with specific conditions of the study.

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**WEB QUEST AS A MEANS OF POLICE CADETS TRAINING
FROM HIGHER EDUCATIONAL ESTABLISHMENTS WITH
SPECIFIC CONDITIONS OF TRAINING FOR PROFESSIONAL
COMMUNICATION**

***Abstract.** Introduction. The article is dedicated to the improvement of the effectiveness of the police preparation to professional communication in higher educational establishments with specific conditions of the study. Web-quest is an interactive form of work with cadets. The extension of communication border between workmates, partners on the principles of cooperation as well as at the international level has been referred to one of the advantages of web-quests.*

Purpose of the article is to identify the pedagogical potential of web-quests and to develop the authorial web-quest in police preparation for professional mobile communication.

Methods of the research are the analysis of scientific literature, the comparison of different approaches to study of a problem on the improvement of the effectiveness of police preparation to the professional communication in higher educational establishments with specific conditions of the study, generalization, project development, propositions on the basis of findings.

Results. Pedagogical particularities of web-quests have been generalized and specified. The police role in the prevention of web-quests harmful appliance in work with the youth has been specified. Web-quests for police preparation to mobile professional communication have been created. Tasks to the web-quest for police preparation to mobile professional communication have been developed. It has been offered to give a lecture “Educational potential of web-quests” for lecturers.

Originality. A web-quest for police preparation to mobile professional communication has been developed for the first time. The authorial approach to the identification of web-quests pedagogical particularities has been given.

Conclusion. The effectiveness of police preparation for professional communication is provided by interactive forms of work. The example of such an interactive form of work with cadets is web-quest for cadets’ preparation for professional mobile communication. Web-quest for mobile professional communication promotes participants to independent and prompt tasks decisions, increases cognitive sphere and creates a spirit for cooperation.

Keywords: communication, Internet, the police, professional preparation, web-quest, cooperation.