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METHOD OF SITUATIONAL MODELING IN TACTICAL AND SPECIAL TRAINING OF THE POLICE

Abstract. Tactical special training is part of the general professional training of law enforcement officers. The purpose of studying this discipline is to obtain special knowledge by students, the formation of skills and abilities that allow them to solve operational and service and combat tasks in emergencies. Achieving this goal involves the practical study of tactical methods and techniques, using knowledge of various legal disciplines, the use of weapons, physical force, combat and special equipment, communications and special means, studying psychological techniques to overcome fear and other obstacles caused by extreme situation. As for the method of situational modeling, it can be defined as the closest to reality reproduction of an extreme situation that occurs in peacetime or wartime, in order to study and develop algorithms of actions that must be performed to solve operational and service-combat tasks. It should be noted that during the service law enforcement officers may encounter situations that have specific features, for this purpose this method uses a variety of innovative technologies, special equipment that allows students to find themselves in an environment as close as possible to the real and correctly build their algorithm. action. The preparation of employees of the national police units to act in a stressful situation that arises during the performance of operational and service tasks, requires the development of the appropriate skills and abilities in the classroom and training. The application of this method in classes on tactical and special training significantly increases the efficiency of the educational process and practice of actions in an extreme situation; this method requires special training for training. This article highlights the basic principles of the method of situational modeling, its effectiveness and relevance.

Keywords: *tactical-special training, method of situational modeling, psychological aspects of police service, tactical training of police officers.*

Relevance of the study. Based on the specifics of the subject - the theory and practice of preparation and implementation of combat operations by national police units in extreme situations involves solving the following tasks: «tasks in extreme situations; development of a systematic approach to decision-making and calculation of the time needed to perform tasks in any conditions; mastering by employees of theoretical knowledge and practical skills in the organization and management of actions of elements of a military order in special operation; instilling in staff skills and staff culture in the design of the work card (plan) and other management documents and work with them» [4, p. 5-6]. To solve such complex problems, teachers of the Department of Tactical Special Training should use the experience of national police units in the field, traditional methods and tools, as well as innovative techniques that allow the most effective training in extreme situations, such as situational modeling. From this we can conclude that teachers of experience in the relevant departments have a special value [4, p. 5-6]. As a result of active application of the method of situational modeling, including in classes in educational institutions with specific learning conditions, "the class of situational systems has significantly expanded and terminology has changed". However, this generally productive process also has a negative component. For example, concepts such as "situational task" and "situational modeling" are interpreted ambiguously, which causes

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difficulties in their understanding, even for professionals.

Recent publications review. Based on the fact that the subject of tactical special training is one of the fundamental disciplines that the future police officer masters in the educational process, he should be given great attention and ensure the acquisition of the appropriate level of knowledge. To achieve this goal, it is necessary to actively use innovative technologies and to reproduce as much as possible the situations that a police officer may encounter while on duty, the method of situational modeling is one of the best methods to perform the tasks. research and improvement of this method were engaged in such scientists as: V. Chmelyuk, B. Grishchuk, C. Badiora, S. Antonenko, O. Törlo, A. Vasiliev, V. Krivolapchuk, V. Bondarenko, Y. Yosypiv, S. Banach, M. Kurlyak, M. Moskovchuk, M. Morgun and others [1-8].

The article's objective is to consider the effectiveness of the method of situational modeling in the tactical and special training of students, to investigate how this method contributes to the assimilation of the studied educational material, the development of acquired knowledge in practice.

Discussion. It is obvious that the effective use of the method of analysis in the educational process requires clear and unambiguous definitions of the basic concepts that characterize the technology of situational modeling, including those mentioned above. The situation should be understood as an assessment (analysis, generalization) of a set of characteristics of objects and relationships between them, consisting of permanent and causal relationships that depend on the events that took place. Situational modeling is a generalized description (reflection) of the system by reproducing the situation under study [1, p. 18-20].

The use of this method in classes on tactical special training involves: first, inclusion and full immersion in the reproducible situation; secondly, involvement in the decision-making process related to the exercise of certain powers. Thus the modeling subsystem provides consideration of various variants of the basic situation, studying of features of actions at them, and also consequences of acceptance of these or those decisions. As our own experience shows, conducting a training session on tactical special training using the method of situational modeling is complicated by the need for the teacher to form a database, software and hardware that are necessary to create a simulation environment and its support. The database should include information formats of different formats that provide static and dynamic modes of operation. It is information, communication and audiovisual technologies that are the foundation for building the structure of a new educational environment, the organization of a new type of learning space [6, p. 191].

Thus, according to the teachers of the department of tactical special training, one of the effective ways of learning is the restructuring of the educational space in the classroom (modular reforming). This is done to reproduce the situation in accordance with a particular scenario. Note that the use of modular reforming of educational space is not associated with special material costs, but, of course, requires advance preparation of module tools, including portable templates, panels, other items, hardware, including from the arsenal of national police, allowing to simulate various aspects of a situation with specific conditions of service. In addition, this method helps to form skills of working with modern information, communication and audiovisual technologies [7, p. 154]. It should be noted that the preparation of national police officers to act in a stressful situation that occurs during the performance of operational and service tasks, requires the development of automatic appropriate skills and abilities in classes and training [5, p. 10].

As an example, consider classes on checking documents proving the identity of citizens. When simulating a situation in which the patrol service checks documents in a certain public place, the teacher pays attention to the organizational and legal basis of police officers, relating to the placement of the uniform, which corresponds to the operational situation, the general rules of communication with citizens. (keeping distance from the citizen, polite behavior, ability to give short reasoned answers to questions, etc.) [2, p. 34-35]. Depending on the observance of the above rules by the above rules, the situation with the citizen's behavior is further modeled, the situation is complicated by certain factors, such as being a citizen in a state of alcohol or drug intoxication. The teacher draws attention to the legitimacy of students' actions with an aggressive person, and they, in turn, assessing the degree of danger of his behavior, decide on the use of physical force and special means. The teacher, tracking the actions of the police, with the help of available simulation tools can reproduce a more difficult situation in which students have to check documents in groups of people or such as an armed

citizen, to help a person who suddenly began to feel bad [4, p. 7-10]. It should be noted that in such situations the skills of practical application of knowledge acquired within different disciplines are improved. After the students have worked out the dynamic situations planned in advance for consideration, related to the active response of students to the simulated circumstances, it is advisable to move on to the analytical part of the lesson (again using the method of situational modeling). It is a question of the organization of the corresponding actions that provides carrying out the analysis of the carried-out work.

To enhance the effect of presence, it is advisable to offer students to listen to real recordings of radio conversations of patrols, duty, imitation of special signals, etc., and after the start of modeling a special operation - negotiations of senior functional groups. During the lesson the teacher regulates the intensity of information flows and makes changes to the sequence of their translation. From the moment of receiving information about the emergence of an emergency (crisis) situation on the model of the terrain or board by applying tactical symbols, a geographic information system is created with the ability to study the territory at different levels: city, district, street, house [6, p. 191]. To ensure the visualization of the main idea, it is possible to use a package of standard graphics solutions with the function of quickly making changes to them. Then the students from the audience go to the training ground, where they implement the decisions. At the same time, the lesson takes the form of a business game: students are divided into two groups: criminals who carry out their criminal intent, and police squads, the purpose of which is to stop illegal actions, to conduct lawful detention. The teacher must prepare in advance the forms of regulations, guidelines and other background information that can be used by students to make decisions [3, p. 79-81].

Conclusions. To conclude the consideration of the use of the method of situational modeling in classes on tactical special training of national police officers, the following conclusions can be made: this method can be defined as the closest to reality reproduction of an extreme situation that occurs in peacetime or wartime, in order to study with students the algorithms of actions, the implementation of which provides solutions to operational and service and service-combat tasks facing the national police; application of the specified method at classes on tactical and special preparation essentially increases efficiency of training of militiamen to actions in the conditions of an extreme situation; this method requires special training for training, in particular: the use of pre-prepared module-tools (portable templates, panels, other items, hardware, including from the arsenal of national police), which allows you to simulate certain aspects of the extreme situation, ensuring the maximum rapid change of the situation, which reproduces an extreme situation, which creates a surprise effect for students and promotes better mastery of new methods of action, the use of audiovisual tools to bring the simulated situation as close as possible to real, accounting for knowledge of various disciplines; working out for each model of individual and most optimal algorithms of actions, ensuring the safety of students during the lesson.

Conflict of Interest and other Ethics Statements

The author declares no conflict of interest.

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Євген ГІДЕНКО
МЕТОД СИТУАЦІЙНОГО МОДЕЛЮВАННЯ
У ТАКТИКО-СПЕЦІАЛЬНІЙ ПІДГОТОВЦІ ПРАЦІВНИКІВ ПОЛІЦІЇ

Анотація. Тактико-спеціальна підготовка є частиною загальної професійної підготовки співробітників органів внутрішніх справ. Метою вивчення даної дисципліни є отримання спеціальних знань здобувачами освіти, формування умінь і навичок, що дозволяють їм вирішувати оперативно-службові та службово-бойові завдання в надзвичайних ситуаціях. Досягнення цієї мети передбачає практичне вивчення тактичних способів та прийомів, для цього використовуються знання різних правових дисциплін, особливостей застосування зброї, фізичної сили, бойової та спеціальної техніки, засобів зв'язку та спеціальних засобів, вивчаються психологічні прийоми подолання почуття страху та інших перешкод, зумовлених екстремальною ситуацією.

Що стосується методу ситуаційного моделювання, то його можна визначити як максимально наближене до реальності відтворення тієї чи іншої екстремальної ситуації, що виникає у мирний або воєнний час, з метою вивчення та напрацювання алгоритмів дій, які необхідно виконувати для вирішення оперативно-службових та службово-бойових завдань. Слід зауважити, що під час несення служби правоохоронці можуть зіштовхнутися із ситуаціями, що мають специфічні особливості, саме для цього у даному методі застосовуються різноманітні інноваційні технології, спеціальний інвентар, що дає змогу здобувачам освіти опинитися у обстановці максимально наближеній до реальної та вірно побудувати алгоритм своїх дій. Підготовка співробітників підрозділів національної поліції до дій у стресовій ситуації, що виникає під час виконання оперативно-службових завдань, вимагає відпрацювання до автоматизму відповідних навичок та умінь на заняттях та тренуваннях. Застосування зазначеного методу на заняттях з тактико-спеціальної підготовки суттєво підвищує ефективність навчального процесу та відпрацювання дій в умовах екстремальної ситуації; зазначений метод вимагає особливої підготовки до проведення навчальних занять. Дана стаття висвітлює основні принципи методу ситуаційного моделювання, його дієвість та актуальність.

Ключові слова: тактико-спеціальна підготовка, метод ситуаційного моделювання, психологічні аспекти несення служби поліцейським, тактична підготовка працівників поліції.

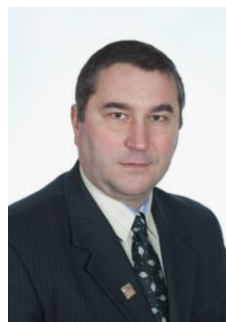
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**POLICE PRECAUTIONARY MEASURES – DISTINCTION OF THE CONCEPTS
OF "READY", "USE", "APPLICATION", AND "ACTIVE APPLICATION"
OF FIREARMS**

Abstract. The article of the Law of Ukraine "On the National Police" on the use of such coercive measures as firearms has been investigated. Gaps in legislation were analyzed and proposals were prepared to improve the norms and provisions of the law, to ensure the safety of police officers and not violate the rights of citizens. The aim of the article is to establish the specifics and clear interpretation of the concepts for greater study and improvement of the legal framework governing the use of firearms.

The use of firearms is the most severe coercive measure, which is why it is very important for

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