

Thus, the training programs for future social workers and their mastering of mediator competence should be focused on the gradual development of all components of competence, with an emphasis on the practical application of knowledge. This, in turn, will serve as a guideline for assessing the readiness of future social workers to perform mediation functions, determining the degree of formation of mediator competence, and improving professional training.

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USING ICT TOOLS TO ENHANCE TRAINING OF JUNIOR BORDER GUARD SERVICE INSPECTORS

The author raises the issue of using innovative technologies to develop the professional competence of junior border guard service inspectors. Currently, information and communication technologies are being actively introduced into

the professional training system of the State Border Guard Service of Ukraine to staff training in distance learning courses. The use of educational ICTs in the process of professional training allows for the change of the role of the teacher to that of the facilitator who organizes students' independent work. E-learning today plays a key role in the training of the junior border guards.

Keywords: *information and communication technologies, junior border guard service inspectors, professional training.*

In the context of Russia's full-scale invasion of Ukraine, the level of professional training of border guard personnel plays an important role. This requires constant improvement of the professional training of border guards of various categories, especially junior border guard inspectors.

Currently, information and communication technologies (hereinafter - ICT) and computer simulators are being actively introduced into the professional training system of the State Border Guard Service of Ukraine (hereinafter - SBGSU) to enhance staff training using modern information and communication technologies. The use of educational ICTs in the process of professional training makes it possible to change the role of the teacher to the organizer of students' independent work and facilitator. E-learning tools play a key role in the training of the SBGS personnel, such as computer simulators, simulations, multimedia courses, webinars, online conferences, forums, web quests, etc. Therefore, the use of ICT for independent learning of junior border guard inspectors in departmental educational institutions of the State Border Guard Service of Ukraine is of particular interest nowadays.

Many factors determine the use of ICT tools in the training of future border guards. Thus, introducing ICTs into the professional training of border personnel significantly improves the process of disseminating knowledge and the accumulated experience of service and combat activities of border guards and contributes to the formation of students as active subjects of the modern information society.

At the same time, ICT tools and methods based on their application make it possible to optimally model future border guards' professional activity conditions, for example, by simulating the operational activity at the state border.

Speaking about the most effective ICT tools for border guards, we should mention the course «English for Law Enforcement» developed by the joint efforts of representatives of border guard agencies of the European Union. The relative ease of developing educational ICTs and their dissemination is made possible by

the widespread use of electronic systems and tools and technological development. The need to create the professional foreign language competence of border guards based on the ESP (English for Specific Purposes) approach led to the creation of a computer-based simulator for the development of communication competence of guard specialists. The tool was created for the border guards serving at the airport checkpoints to communicate in English and perform operational tasks during joint operations of EU Member States.

In 2018, the Frontex Moodle LMS educational platform presented a distance «English Language Course for Border and Coast Guard Personnel» developed by an international working group of border guard specialists and English language teachers. The goal was to create a language course similar to the basic and intermediate levels for border guards but with an expanded scope and using the most modern information technologies [1]. The target group of this course was border guards responsible for conducting first-line inspections and guarding the green border, who wanted to develop their English language skills in a professional context. The course is self-paced and available on personal computers and mobile gadgets such as laptops, tablets, and smartphones, which provides the flexibility to learn online and in person. Since the course is integrated into Virtual Aula, users' history of offline use is saved and updated immediately when they log back into their accounts—using this feature acts as an e-tutor for the students. It can track their learning patterns and adapt to them.

Let's consider the design and development of an educational e-learning course for learning English by police officers, implemented by the CEPOL Agency and built the basis of a Moodle-based LMS. The training content covers three levels of language proficiency and topics ranging from the daily duties of border guards to the knowledge required to perform police tasks. The program offers a set of exercises to develop the professional terminology required by border guards, as well as exercises to develop reading and listening skills. The real-life communication of the border guards (i.e., the achievement of their own pragmatic and other goals) proves whether they have developed their language skills. Such achievements help to motivate the trainees, who are convinced they can communicate more effectively with travelers and foreign colleagues. However, an English teacher can only provide adequately organized feedback for productive activities and correction in professional role-playing games that resemble real-life situations and contain elements typical of real-life communication. CEPOL's e-learning course «English for Law-Enforcement Officers» offers specific topics for border police. The course aims for participants

to become independent users of English in the policy sphere. The course content is presented in a virtual environment where participants engage in communicative activities, expanding and practicing their communicative skills. The course is delivered online, which means there is no face-to-face element, and students can access the course content from any mobile device connected to the Internet. The course is fully flexible regarding hours, and students can improve their language competence through weekly activities at their own pace, but some live sessions with trainers are planned. Thus, comprehensive foreign language learning, which is also aimed at developing oral skills, requires the mandatory presence of a teacher, at least at certain stages of the process.

So, currently, information and communication technologies are being actively introduced into the professional training system of the State Border Guard Service of Ukraine to staff training in distance learning courses using modern information and communication technologies. The use of educational ICTs in the process of professional training allows changing the role of the teacher to the organizer of students' independent work, facilitator, etc. E-learning plays a key role in the training of the SBGS staff: computer simulators, simulations, multimedia courses, webinars, online conferences, forums, WebQuests, etc.

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