INTRODUCTION

Socio-communicative competence is necessary for an officer of the Criminal and Executive Service in order to interact with other people properly and to solve the problems of their professional activity. It is a determining factor in the effectiveness of their work, more effective convicts’ correction and resocialization. Some aspects of this problem are discussed in the papers, which cover the conceptual principles of training the personnel of the Criminal and Executive System, written by such authors as: Anishchenko (2020), Rozov (2020), Synov (2013), Togochynskyi (2013), Yavorska et al. (2012) Various components of future law enforcement specialists’ communicative training are studied by Darmohrai (2016), Didenko (2019), Semenoh (2015), Nasilienko (2015), Tokarska (2015), Frankiv (2015), Shumovetska et al. (2020).

The issues of social and communicative training, forming social and communicative competence to future officers of the Criminal and Executive Service are the attractive items for Barkovsky (2003), Duka (2014) and Radomsky (2007). However, today there is no comprehensive study of the problem of forming socio-communicative competence to future officers of the State Criminal and Executive Service of Ukraine. No guidelines, which would study communicative practices and non-violent tools to influence convicts, have been developed in order to form this professionally important property.

RESEARCH PROBLEM

In Soviet times, the repressive methods of working with prisoners prevailed in penal system. Such areas of scientific knowledge as management, sociology, rhetoric, or psychology were declared hostile. A lot of negative practices of the Soviet period can be overcome only by paying appropriate attention to the ideological aspects of training penitentiary service specialists, forming their proper ideas about the concepts of punishment, justice and human dignity, the necessary communication practices and non-violent tools to influence convicts. Today, the change of approaches to organizing specialists’ training for work in penal institutions, the use of foreign experience in working with convicts, the rejection of repressive methods and the preference for verbal methods of influence and nonviolent communication are the need of the hour.

The democratization of penal institutions in accordance with international norms and standards for the treatment of prisoners is rather important for the penitentiary system of Ukraine. These document, in particular, include the following ones: Standard Minimum Rules for the Treatment of Prisoners (STANDARD MINIMUM RULES, 1955), International Covenant
on Economic, Social and Cultural Rights (INTERNATIONAL COVENANT, 1973), European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment (EUROPEAN CONVENTION, 1987), European Prison Rules (EUROPEAN PRISON RULES, 2006), and so on. In particular, the Standard Minimum Rules for the Treatment of Prisoners developed by the United Nations (STANDARD MINIMUM RULES, 1955), stipulate that the authorities of penal institutions must ensure careful selection of the staff, as the proper functioning of these institutions depends on personnel’s integrity, humanity, competence and personal qualities. It means that the staff of the State Criminal and Executive Service of Ukraine must act from the standpoint of humanism, respect for prisoners’ rights and fundamental freedoms, have professional knowledge, skills and abilities not only in law or narrow professional sphere, but social work, penitentiary psychology and pedagogy as well. Their ability to form constructive relationships with their colleagues, communicate with convicts and their relatives, use the experience of social interaction in order to solve professional and life problems, achieve mutual understanding, prevent and resolve conflicts and so on is of particular importance.

Thus, professional communication of the staff of penal institutions is a tool to influence persons deprived of liberty and detained. It requires them to know basic communication rules and techniques. Effective communication provides that an officer of the Criminal and Executive Service must be able to establish communication, maintain it and complete it, adhering to their strategic line, construct communication tactics competently, initiate and maintain initiative during the conversation, predict the outcome of their statement or interlocutor’s response, call the interlocutor’s reaction verbally or nonverbally, manage the interlocutor’s attention, the attention of the audience, their own attention, know communication styles and use them wisely. In order to reach their communication goals an officer must be able to respond to events and situations of their professional activity adequately, use an adequate style of interaction with a group or individual interlocutors, be able to predict the development of the communication process, determine and regulate the emotional mood of the group, behave adequately and take into account its specifics. In this regard, the aim of the article is to characterize the ways and peculiarities of forming socio-communicative competence to the future officers of the State Criminal and Executive Service of Ukraine.

**RESEARCH METHODS**

Studying literature on the problem and clarifying scientific apparatus have helped determine the ways and peculiarities of forming socio-communicative competence to future officers. The essence, subject matter and structure of the mentioned personal characteristic, as well as the criteria, indicators and the levels of its forming are determined according to the results of scientific sources analysis. A study of scientific and pedagogical literature, educational and professional programs as well as job descriptions allowed to outline the components. Pedagogical experiment was important for the experimental verification of pedagogical conditions for forming socio-communicative competence.

The formative stage of the pedagogical experiment was organized starting from September 2018 till June 2020 at the Academy of the State Penitentiary Service involving cadets who studied at the specialties “Law”, “Law Enforcement” and “Psychology”. A total of 114 cadets of the 2nd (later 3rd) year took part in that stage of the experiment. The experiment also involved 14 academics (professors, associate professors, senior lecturers and lecturers) of the Department of Pedagogy and Humanities and the Department of Psychology.

In particular, in order to determine the state of forming personal-communicative component of future officers’ socio-communicative competence, a survey concerning cadets’ understanding of the importance of socio-communicative competence in their professional activities and motivation to study peculiarities of socio-communicative interaction was conducted. Social empathy, “emotional intelligence” and communicative tolerance were diagnosed. A semi-projective questionnaire (concerning cadets’ understanding of the essence of socio-communicative competence and the specifics of its manifestation in institutions of the penitentiary system), a written survey (concerning cadets’ knowledge about moral and ethical norms and rules of the officer’s of the Criminal and Executive Service...
professionally oriented communicative activity, peculiarities of interpersonal interaction, patterns of group activity and human behavior in the group) and testing (concerning knowledge of communicative strategies and tactics while interacting with convicts, their relatives, members of the public) helped determine the state of forming the information-cognitive component of socio-communicative competence. In order to determine the state of forming the activity-productive component of future officers’ socio-communicative competence, various professionally-oriented tasks were used. In particular, the tasks allowed to find out cadets’ ability to build business conversations (with colleagues) with a specific purpose clearly, to express opinions related to the professional sphere logically, to argue their position clearly, as well as to liaise (establish psychological contact, ask questions, listen constructively) with convicts from the standpoint of the pedagogy of cooperation, which contributes to the “humanization” of an individuality of a person who broke the law. The diagnosis of behavioral style in a conflict situation with comrades, observation of cadets’ actions in order to determine their ability to establish psychological contact with convicts or prone to conflict with them were also important.

With the help of these methods it has been found out that future officers are not sufficiently aware of the essence of professional communication, its specifics, types and functions, ethical norms and rules of professionally oriented communicative activity of an officer of the Criminal and Executive Service, communicative strategies and tactics while interacting with colleagues, convicts, their relatives and members of the public. Cadets do not always know how to organize official conversations properly, overcome barriers and communicative deviations in professional communication and have a balanced discussion. Analysis of academic disciplines curricula has shown the need to supplement and structure the content of humanities. First of all, double attention should be paid to the value aspects of professional communication, systematic vision of the categories of guilt and punishment, understanding the relationship between life strategy and successful socio-communicative interaction in professional sphere, the possibilities of non-violent communication.

RESEARCH RESULTS

The professional activity of the officer of the Criminal and Executive Service takes place in conditions of constant socio-communicative interaction with different people: colleagues, convicts, their relatives, members of the public. Studying guiding documents, in particular the Law of Ukraine “On the State Criminal and Executive Service of Ukraine” (LAW of UKRAINE, 2005), Code of Ethics and Service Conduct of the Staff of the State Criminal and Executive Service of Ukraine (CODE OF ETHICS, 2012), has allowed to distinguish the following types of communication of the officer of the State Criminal and Executive Service:

- daily official communication is the communication with convicts and their relatives;
- daily formal and informal communication is the communication with the employees of penal institutions and remand centers, with colleagues for counseling, at meetings;
- extreme forms of official communication are contacts in conflict, with bad-tempered, unbalanced and mentally unstable people;
- communication with convicts’ relatives and parents, with the representatives of the public and state organizations.

In order for prison service staff to be able to quickly orient themselves in various situations of professional communication, an appropriate level of socio-communicative competence is necessary. Penitentiary officer’s socio-communicative competence is an integrative personality’s trait that includes personal characteristics and motives for professional activities, special knowledge and skills necessary for establishing socio-communicative interaction with various categories of persons, including colleagues, prisoners, their relatives and the public. The personal-communicative, information-cognitive and activity-productive components are distinguished in the structure of socio-communicative competence.

The personal-communicative component refers to the personal characteristics, properties and abilities required by the officer of the Criminal and Executive Service for their professional communication. This refers to recognizing moral norms, focusing on universal human values of goodness and justice, communication, willingness to contact with other
people, tolerance, the ability to adequate self-esteem, self-development and so on. The information-cognitive component of socio-communicative competence concerns knowledge about the peculiarities of professional communication, understanding of the mechanism of joint activity regulation, the rules of extreme and conflict communication. The activity-productive component of the officer’s socio-communicative competence includes the ability to clearly express their views when communicating with convicts and other categories, to listen to interlocutors, to justify their decisions, to be able to lead discussion and use persuasion skills in order to reduce coercive measures.

Three criteria are proposed in order to diagnose the formation of socio-communicative competence to the officers of the State Criminal and Executive Service of Ukraine, taking into account its structure. These criteria characterize its structural components, including personal, cognitive and activity, as well as relevant indicators. The personal criterion is met by such indicators as: stable cognitive interests in the field of socio-communicative interaction, social intelligence, and communicativeness, willingness to establish and maintain contacts with other people, partnership orientation, and ability to analyze their communicative activities. Cognitive criterion is met by such indicators as: knowledge of the essence of professional communication, its specifics, awareness of moral and ethical norms and rules of professionally oriented communicative activity, knowledge of the peculiarities of interpersonal interaction, patterns of group activities, communication strategies and tactics while interacting with colleagues, convicts, their relatives and the members of the public. The activity criterion is met by such indicators as: the ability to clearly construct professional conversations, to liaise, to overcome barriers and communicative deviations in the process of professional communication, to lead discussion and use persuasion skills in order to reduce coercive measures. It is proposed to assess the level of future officers’ socio-communicative competence forming at the following levels: initial, sufficient and optimal.

The results of the ascertaining stage of the pedagogical experiment, conducted in May 2018 at the Academy of the State Penitentiary Service, showed that only 10.38% of cadets had the optimal level of socio-communicative competence. Most of the respondents were at sufficient (41.98%) and initial (47.64%) levels. It was found out that cadets were not able to choose the optimal style of communication with different categories and to establish interpersonal interaction in compliance with the requirements of “cooperation pedagogy”. The vast majority of them underestimated the importance of communication skills and adherence to ethical principles in professional communication. In general, the analysis of the process of professional training, as well as the state of graduate cadets’ socio-communicative competence formation confirmed the need to use pedagogical reserves of the educational process for the formation of this professionally important personality trait.

The importance of the cognitive component and humanitarian knowledge in general was taken into account in order to determine the pedagogical conditions for the formation of socio-communicative competence to future officers. Knowledge itself is necessary to perform any activity. S. Slyvka emphasizes in this regard that the effectiveness of a lawyer is determined primarily by spiritual factors, the development of spiritual principles of professional activity. The researcher considers the basis of legal activity to be humanistic worldview, spirituality and humanity. According to S. Slyvka, a lawyer should understand, “deeply analyze, know the spiritual meaning of the law, i.e. carry out the spiritual substantiation of laws, and apply it while carrying out activities. Without this factor, real, effective education of citizens is not possible” (SLYVKA, 2006, p. 150).

Penitentiary officer must have a social outlook, a positive view of life processes and phenomena, understand the nature and relationship of the categories of “guilt” and “punishment”. Invaluable in this regard is studying academic disciplines of general training cycle, which are addressed to person’s spiritual world, to their personal meanings, help to master the necessary social norms and spiritual values, the meaning of human life and life trials. In this regard, it is determined that in order to form future penitentiary officers’ socio-communicative competence, it is important to use the potential of humanities that help develop cadets’ understanding of life strategy, responsibility for the decisions made,
specifics of influence on personality, systematic understanding of such categories as “guilt” and “punishment”.

Another pedagogical condition for the socio-communicative competence formation involves the development of socio-communicative skills and abilities by using interactive and dialogue-discussion learning technologies. The importance of this condition is due to the fact that communicative competence is formed in conditions of direct interaction, as it is the result of the experience of communication between people. It is co-learning, mutual learning (collective, group, collaborative learning), when both a cadet and a teacher are equal subjects. Relationships among students, their interaction and cooperation are the main in the studying process (POMETUN, 2007, p. 13). According to N. Volkova, on-line training involves both interaction at the level teacher - cadet (in traditional studying process) and active interaction between cadets (VOLKOVA, 2018, p. 5). On-line training increases the intensity of intersubjective communication between teachers and cadets, exchange of ideas and activities. It diversifies the types, forms and methods of communication. In such conditions, another (multilateral) form of communication is modeled. It takes into account the opinions, views and positions of the participants of interaction, as well reproduction, imitation of activities (business, role-playing, didactic games, focus group work). Using interactive technologies in the process of future penitentiary officers’ training is the best option for organizing the educational process, which allows you to teach cadets to construct their professional relationships in a proper way. Interactive learning technologies provide active interpersonal interaction of the participants of the studying process with the help of multilevel communication and dialogue. They are needed to form the necessary socio-communicative skills and abilities.

The third pedagogical condition for socio-communicative competence formation is modeling of typical situations of professional activity on the basis of problematical character in order to gain experience of socio-communicative interaction. The value of this pedagogical condition is predetermined by the advantages and potential of the methods of modeling and analyzing situations. These methods allow future specialiststo develop theirability to stand ground, to argue their opinion, to determine their line of conduct in communication, to practice the skills of argumentation (VOLKOVA, 2018, p. 62). O. Sydorenko, V. Chuba note that cognitive activity has a collective character in conditions of situational analysis. It involves various forms, such as: exchange of ideas, discussion, brainstorming, work in subgroups, game interaction. In such a way knowledge is acquired by dipping into the situation (SYDORENKO, CHUBA, 2001, p. 34).

V. Sukhomlynskyi in his days drew attention to this fact noting: “as the plow ploughshare is cleansed of rust…, when the plow plows the ground every day, so the human soul brightens when it overcomes difficulties in work… Difficulties, obstacles, adversity are a touchstone of beliefs. Difficulties are necessary for moral hardening…” (SUHOMLYNSKYI, 1976, p. 126). The eminent educator also emphasized that it was necessary for person’s moral development: “In such a work a person scales to a higher stage of moral development than they were before. The very essence of the process of moral maturity formation is in this continuous movement forward” (VOLKOVA, 2018, p. 126). The importance of the problematic nature of situational learning technologies is also predetermined by the peculiarities of penitentiary officer’s professional activity. It can be argued that all their professional activity is a series of problem situations solving and a particular communicative behavior choosing. It concerns day-to-day contacts with colleagues, authorities or convicts and their relatives or NGO representatives.

The fourth pedagogical condition for socio-communicative competence formation concerns the activation of cadets’ individual research/project work during scheduled classes and their independent training. In this regard, the words of V. Sukhomlynskyi are extremely important: “one of the dangerous sources of moral infantilism is that knowledge is taken in a ready form, and the main mental activity is memorization. You can prevent this danger by acquiring knowledge. Learning becomes work under the condition when a student acquires knowledge independently... Independent acquisition of knowledge generates the maturity of thought…” (SUHOMLYNSKYI, 1976, p. 89).
I. Melnychuk proposes to consider self-education as an educational and self-learning system that actualizes the creation of special pedagogical conditions for using such teaching aids that enhance students’ independent educational activities. The scholar suggests that in order to activate students’ independent work it is important for teachers to use innovative pedagogical technologies that enable the process of demonstrating the results of self-education, their analysis among like-minded people, discussing practical expediency in future professional activity (MELNYCHUK, 2010, p. 245). Project and research assignments of a professionally oriented nature fully meet these requirements. Their implementation requires polylogical intersubjective interactive cooperation of all group members, when based on the analysis and justification of their own vision of professional problems solving, students can defend or deny different solutions (Melnychuk, 2010, p. 250). The result of project making in the context of self-education is a polylogical discussion of the products of cadets’ independent work that contributes to the expansion of their professional ideas; understanding of the trajectory of their professional growth; identifying long-term goals for improving communicative interaction. Project work creates great opportunities for socio-communicative competence formation because of enhanced integration during this work.

In order to test the effectiveness of pedagogical conditions for the formation of socio-communicative competence to future officers of penitentiary institutions, there was organized a forming stage of the pedagogical experiment (starting from September 2018 till June 2020 at the Academy of the State Penitentiary Service). Consultations with academic staff concerning the peculiarities of cadets’ socio-communicative competence formation were held before starting the formative stage of the experiment. The necessary training and material support, including materials for cadets’ classroom and independent work, professionally-oriented tasks on such academic disciplines as: “Ukrainian Language for Professional Purposes”, “Penitentiary Pedagogy”, “Penitentiary Psychology”, “Professional Ethics”, “Rhetoric”, “Foreign Language”, were developed. In particular, the curriculum of academic discipline “Ukrainian Language for Professional Purposes” was supplemented with issues about the peculiarities of penitentiary officer’s professional communication, the basic postulates and rules of professional communication, communicative features of a staff member of the Criminal and Executive Service, penitentiary officer’s communicative potential, specifics of their normative communicative interaction.

While studying the academic discipline “Professional Ethics” lecturers acquainted cadets of the experimental groups with ethical requirements for socio-communicative interaction in professional sphere, moral attitudes and their impact on communication, ethical aspects of professional communication of the officers of the Criminal and Executive Service with citizens, ethical norms as a system of permissions and prohibitions in their activities. It was taken into account that penitentiary officer’s socio-communicative interaction largely depends on their moral values. Thereby while teaching the mentioned academic disciplines, lecturers considered the issue of humanism in the context of violating the law and morality as well as a part of penitentiary officer’s professional morality. It was important to clarify the essence of penitentiary officer’s humanism that means fighting evil, protecting interests of society and every citizen, as well as combining humanism with demands and fairness. The necessity of appropriate attention to worldview aspects of penitentiary officers’ training, the formation of cadets’ proper ideas about the concepts of punishment, justice and human dignity, the necessary communication practices and non-violent tools to influence convicts, especially studying verbal methods and nonviolent communication, were taken into account while conducting the experiment.

While teaching academic discipline “Penitentiary Pedagogy” lecturers and instructors paid their attention to cadets’ worldview readiness to work with convicts in penal institutions, the peculiarities of convicts’ worldview, etc. This discipline was supplemented with issues about individual’s values, the essence of a person who overstepped the boundaries of what was allowed both in law and in good and evil, as well as issues of guilt and punishment, the degree of guilt and the nonobligatoriness or inevitability of punishment and forgiveness, the necessity to evaluate convicts in terms of moral and existential principles of evaluation people who were restricted in their rights by the state. The following issues were also important: on considering the territory of a penitentiary institution to be an arena of struggle...
between public and criminal worldviews, the arena of confrontation of universal human values and criminal attitudes, the need to form penitentiary officer’s spiritual component that would focus on compliance with the categories of good, justice, morality, conscience and truth. In general, the amending and appropriate structuring the curricula of academic disciplines allowed to identify the necessary essence of training, i. e. generalized experience and the result of knowing reality (in the form of ideas, concepts, judgments, theories) that became the first link in pedagogical system of future officers’ socio-communicative competence formation. This knowledge helped the cadets understand the essence and connection of the categories “guilt” and “punishment”, to form a kind of worldview readiness to work with convicts.

According to the following pedagogical condition direct interaction between cadets was organized while teaching of disciplines academic disciplines “Ukrainian Language for Professional Purposes”, “Penitentiary Pedagogics”, “Penitentiary Psychology”, “Professional Ethics”, “Rhetoric”, “Foreign Language” with the help of interactive methods. Interactive learning as one of the variants for organizing the studying process involved the use of a whole system of means, techniques, methods based on the subject-subject relationships between the instructor and the cadet (POMETUN, 2007, p. 7). In particular, such a form of interactive learning as conversation was important. The cadets learned to make plans for conducting conversations with convicts, to mark out conversations in accordance with the plots of tasks and to make plans for conducting individual different types of conversations, including introductory, preventive, corrective and analytical ones.

Future officers learned to mark out conversations according to different problematic areas such as: behavior, upbringing, relationships, studying, lack of work, money debts, significant negative actions, breaking the law, drug addiction, violence, including sexual one, illness, etc. Among the methods of interactive learning, we preferred the following ones: “microphone”, “work in pairs”, “brainstorming”. In particular, with the help of the “microphone” technique the cadets learned to express their opinions, to determine their position on what they had heard, to describe their impressions. For example, at the academic discipline “Ukrainian Language for Professional Purposes” in order to work in small groups, the cadets, working in pairs, had to describe the types of socio-communicative interaction in the State Criminal and Executive Service. Instructors also proposed cadets to describe the situation when authoritarian communication style would be the best one for interaction with convicts or asked to explain when a penitentiary officer should use a liberal style. The issues whether penitentiary officer’s ambitiousness, proneness to conflict and emotionalism can always be condensed were rather important. The cadets also had to suggest measures that should have been taken by the team leader with weak cohesion and identify the factors that most often cause a state of excessive emotional tension, etc.

Focusing on the practice of motivational counseling, we paid special attention to the cadets’ ability to ask questions and listen to their interlocutors. In particular, it was taken into account that a person could be led forward to changes namely with the help of questions, because they often caused the need to explain and say more, to give the opportunity to express themselves. Such conversations help understand the system of human values, find guidelines for further communication and problem solving. Discussion methods, in particular group discussions and “round tables” were also important among the dialogue and discussion technologies. For example, at the academic discipline “Rhetoric” instructors organized discussion debates on the following issues: “Interaction with convicts: harmonization or confrontation”, “Speech environment in penal institutions”, “Do we need to conduct a dialogue with convicts?”, “Should we “forgive” evil?” “Love for a person and rejection of evil”, “To have” and “to be” or “to live”?”, “How to counteract language aggression?”, “What does it mean to “retali ate rudely to rudeness”?”, “Is it possible to overcome evil with politeness?”.

During such work, the cadets studied to express their own opinion, to improve their skills to argue in favor of their point of view or to traverse.

Teachers encouraged cadets to express their ideas freely in conditions of trust and active exchanging of views. Such work helped to realize their own point of view, to get acquainted with different, often opposite opinions. It promoted participants’ exchange of opinions, values, and experience. In general, interactive technologies have become the best option for organizing educational process that allowed to teach cadets to construct professional
interpersonal relationships in the process of training future officers of the Criminal and Executive Service.

Teachers modeled typical situations of professional activity on the basis of problematic character for cadets being able to gain experience in socio-communicative interaction, in accordance with the third pedagogical condition for socio-communicative competence formation. In particular, while studying academic discipline “Ukrainian Language for Professional Purposes” instructors offered cadets to simulate introductory or problem conversations with convicts. Thinking over such life situations, cadets learned to solve complex problems of professional interaction.

During various forms of class activities with the elements of problematic character, instructors formulated issues that were controversial concerning a particular statement or fact. They also offered different material fragments, and cadets independently analyzed the statements and facts. First, instructors suggested situations, and then there was a group discussion of possible solutions to the problem. In particular, while studying academic discipline “Professional Ethics” instructors asked cadets to explain why humanism did not preclude, but on the contrary, provided a high level of demands, severity and fairness.

The cadets explored the idea why humanism could not be equated with low demands, prohibited communication with convicts or their relatives, flirting with convicts, a desire to win convicts’ favor by using “thieves’ jargon”, and even more so by breaking the law. The cadets also had to explain whether, in their opinion, it was possible to act on the principle of “the end justifies the means”, to ignore the categories of morality, conscience, good, justice and truth in order to achieve an ambitious goal.

In general, cadets’ cognitive activity acquired collective nature with the help of situational learning methods. It provided for various forms of communicative interaction, such as: exchanging views, discussing, brainstorming, working in subgroups, game interacting. The method of modeling helped form cadets’ ways of actions, i.e. skills necessary for performing their future professional activity, to develop their ability to argue in favor of their point of view, to give reasons for their opinion, to determine upon a course of action in the process of communication. Using of situational learning technologies and the dialogical nature of interpersonal interaction helped teach cadets to patch up relationships, achieve mutual understanding, and to resolve conflict situations constructively.

According to the fourth pedagogical condition, during experimental work instructors considered self-education to be an educational and self-learning system of such methods, forms and means of pedagogical influence that enhance cadets’ independent educational activities. First of all, we are talking about the appropriate system of tasks that take into account the requirements of the educational and professional program, the subject matter of studying process and classes. The instructors offered the cadets tasks that included solving problems related to interpersonal interaction. They also demanded making necessary presentation reports. The tasks were easily understood and took into account their life experience, but at the same time these tasks were rather complicated, had novelty and practical importance.

In particular, while teaching academic discipline “Ukrainian Language for Professional Purposes” we offered cadets to develop projects on the following topics: “Specifics of penitentiary officer’s socio-professional interaction”, “Basic requirements for professional communication”, “Penitentiary officer’s communication”, “Penitentiary officer’s Communicative Code”, “Regulatory requirements for penitentiary officer’s communicative interaction”, etc. The cadets also thrashed out the peculiarities of penitentiary officer’s interpersonal communication, the language means of critical remarks mitigating, the peculiarities of constructive criticism using, the specifics of constructive criticism during social and communicative interaction with convicts. In turn, studying the discipline “Professional Ethics”, the cadets studied moral attitudes and their impact on communication, ethical aspects of penitentiary officers’ professional communication with citizens, the basic ethical norms of their socio-communicative activities. The cadets also determined ethical norms as a system of permits and prohibitions in penitentiary officer’s activities, the requirements of
professional ethics during socio-communicative interaction with prisoners, colleagues, as well as the basic ethical rules of penitentiary officer’s socio-communicative interaction.

In consequence of information exchange between the subgroups there was a joint training. As a result, the cadets constantly worked on solving various tasks, practiced the skills of dialogic communication, learned to solve problems comprehensively, to form reasonable conclusions in their subgroups. Work in small groups created optimal conditions for interaction, i.e. helping each other, constructively resolving problems or conflicts. Multilateral communication, the main characteristics of which were dialogue, relations between cadets and their interaction prevailed while this studying process. In general, using a system of research and project tasks helped to form cadets’ skills and abilities to express their own opinions logically and appropriately, to percept other people’s statements correctly and accurately. Work with projects and in small groups helped the cadets to expand their professional ideas, understand the direction of occupation, and determine the long-term goals for improving communicative interaction.

CONCLUSIONS
Significant differences between cadets of experimental and control groups on forming personal-communicative component of socio-communicative competence have been found out after conducting experimental activities with the help of appropriate methods. In particular, among the cadets of experimental groups there are 7.88% more people who can optimally explain the importance of penitentiary groups’ socio-communicative competence, its importance to patch up necessary relations with colleagues, authorities and prisoners. Among the cadets of the experimental groups there are also 13.11% more people who attach importance to this work, trying to work on improving their level of socio-communicative competence. Significant differences between control and experimental groups are noticeable in terms of communication skills, willingness to liaise. In particular, it has been found out that in the experimental groups there are more cadets who prefer collegial (32.76%) and business (37.93%) styles of interaction.

In the control groups, there are 26.78% and 28.56%, respectively. The cadets of the experimental groups have expressed a better ability to analyze their communicative activity and to expand their communicative potential. Concerning the level of forming of the information-cognitive component of socio-communicative competence, the information is the following: the results of semi-projective questionnaires, written surveys and testing have shown that the cadets of the experimental groups understand the essence of professional communication, its specifics, types and functions more systematically. Among them, there are 9.79% more (compared to control groups) people who are able to highlight the importance and peculiarities of socio-communicative competence and the specifics of its impacting in penal institutions optimally. They have managed to define the specifics of socio-communicative interaction with prisoners more clearly, to reveal the basic moral and ethical norms and rules of penitentiary officer’s professionally oriented communicative activity, to characterize the specifics of socio-communicative interaction with colleagues as well as with the members of the public/journalists.

On the one hand, the results of oral survey have revealed that the cadets of the experimental groups could reveal the peculiarities of interpersonal interaction, patterns of group activity and human behavior in group more thoroughly. On the other hand, among the cadets of the control groups there are 23.77% more people who have covered this issue at the initial level. They have been able to reveal the peculiarities of penitentiary officers’ interpersonal interaction and the principles of communicative cooperation only superficially. The issues about the rules of making constructive critical statements, types of non-constructive criticism, language means of critical remarks mitigating, structure of communicative approval have turned out to be quite difficult for the cadets of the control groups.

The cadets of the experimental groups are also more aware of the conditions that provoked the reaction of blaming, positive attitudes to criticism perception, the specifics of protection against speech manipulation, models of critical communication. 29.31% of the cadets of the experimental groups have answered these questions at optimal level (in the control groups there are 17.86%). In addition, as the results of the test survey have shown 84.48% of the cadets of the experimental groups to know communication strategies and tactics while
interacting with different categories of people (convicts, their relatives, members of the public) at optimal and acceptable levels. In the control groups, these tasks have been performed at the optimal and acceptable levels by 60.71% of the experiment participants. In general, the cadets of the experimental groups have a higher level of understanding of the peculiarities of socio-communicative interaction, ethical requirements for professional communication, basic strategies and tactics of official communication with different categories of people. Compared with the cadets of the control groups, they attach more importance to professional communication, knowledge of the specifics of socio-communicative interaction in professional sphere.

Higher quantitative data concerning the cadets of the experimental groups have been obtained on forming the activity-productive component of socio-communicative competence as well. According to the results of making professionally oriented tasks, the cadets of the experimental groups have shown the best ability to mark out business conversations (with colleagues) with a specific purpose clearly, to express opinions related to the professional sphere logically, to argue in favor of their point of view clearly. The rate of those who are able to perform this task at the optimal level is exceeded by 11.58%. They have proposed an appropriate procedure for marking out business conversations, expressed their point of view clearly and logically. They also manage to substantiate the variant of speech behavior, taking into account the need to maintain a proper moral and psychological climate, compliance with the requirements of professional ethics and finding middle ground. Among control group cadets, the percentage of those who could not correctly justify their decision exceeded 18.54%. They have failed to define the communicative situation clearly or to offer an appropriate model of speech behavior without criticism towards colleagues.

The cadets of the experimental groups have also obtained better results for the tasks related to determining their communicative behavior with convicts. Among the cadets of the experimental groups there are 24.14% and 56.89% of those who are able to perform this task at the optimal and acceptable levels (in the control groups of cadets, respectively, there are 12.5% and 41.07% respectively). The cadets of the experimental groups have managed to identify the necessary line of communicative behavior, ask relevant questions, suggest the necessary steps in order to correct the situation and influence the convict.

Significant changes have taken place among the cadets of the experimental groups in terms of their ability to overcome barriers and communicative deviations in professional communication, to understand their reasons, to predict their occurrence and to identify the ways they can be eliminated. The cadets have demonstrated the appropriate skills to get out of a conflict situation productively, to resolve professional conflicts, following the rules of extreme and conflict communication. According to the results of rapid diagnostics of behavioral style in a conflict situation with peers, it has been found out that the degree of cadets who prefer a rigid style of conflict resolving is less in the experimental groups. There are only 29.31% in experimental groups, and 21.42% in control groups. In general, the cadets of the experimental groups express the ability to choose the optimal style of communication with different categories properly, to patch up interpersonal interaction in compliance with the requirements of “cooperation pedagogics”.

Thus, the experimental research has allowed us to organize systematic work on future penitentiary officers’ socio-communicative competence forming. According to the results of the experimental work, it has been found out that the indicators of socio-communicative competence formation to the cadets of the experimental groups are significantly higher compared to the control one. In particular, among the cadets of the experimental groups there are 9.85% and 16.70% more of those ones whose professionally important property has been formed respectively at the optimal and sufficient levels. In the control groups, positive changes in forming this professionally important property do not reach the level of statistical significance, but are mainly the result of the entire educational process in the higher educational institution. The results of statistical processing are shown in Table 1.
Table 1. Comparative analysis of the levels of formation of social and communicative competence in future officers of the penitentiary service (%), n = 114 (CG - 56, EG - 58)

| Levels | Criteria      | Control groups (CG) | Experimental groups (EG) |
|-------|---------------|----------------------|--------------------------|
|       |               | At the beginning    | At the end of the        | At the beginning    | At the end of the        |
|       |               | of the experiment   | experiment               | of the experiment   | experiment               |
|       |               | n  | %     | n  | %     | n  | %     | n  | %     |
| Optimal | Personal     | 4  | 7,14 | 10 | 17,86 | 5  | 8,62 | 15 | 25,86 |
| Acceptable | Cognitive | 20 | 35,71 | 27 | 48,21 | 19 | 32,76 | 36 | 62,07 |
| Initial | Cognitive  | 3  | 5,36 | 8  | 14,28 | 2  | 3,45 | 14 | 24,14 |
| Optimal | Activity     | 18 | 32,14 | 26 | 46,43 | 17 | 29,31 | 35 | 60,34 |
| Acceptable | Activity | 35 | 62,5  | 22 | 39,29 | 39 | 67,24 | 9  | 15,52 |
| Initial | Average value | 2  | 3,57 | 6  | 10,71 | 2  | 3,45 | 13 | 22,41 |
| Optimal | Acceptable   | 16 | 28,57 | 22 | 39,29 | 15 | 25,86 | 34 | 58,62 |
| Initial | Acceptable   | 38 | 67,86 | 28 | 50    | 41 | 70,69 | 11 | 18,97 |
| Initial | Acceptable   | 18 | 32,14 | 25 | 44,64 | 17 | 29,31 | 35 | 60,34 |
| Initial | Acceptable   | 35 | 62,5  | 23 | 41,07 | 38 | 65,52 | 9  | 15,52 |

Source: Search data.

The results of theoretical analysis of the problem of the formation of socio-communicative competence to the future officers of the State Criminal and Executive Service in the process of their professional training and the data of experimental work on forming this professionally important property have allowed to substantiate some guidelines. In order to form future penitentiary officers’ socio-communicative competence, it is proposed to supplement and structure the subject matter of humanities taking into account the peculiarities of professional activity and socio-communicative interaction in the Criminal and Executive Service.

Due attention should be paid to the worldview aspects of penitentiary service specialists training, forming cadets’ proper ideas about the concepts of punishment, justice and human dignity, about necessary communicative practices and non-violent tools to influence convicts, first of all studying verbal methods of influence and non-violent communication. It would be appropriate to supplement the curricula with issues about the peculiarities of penitentiary officer’s professional communication, the basic rules and postulates of professional communication, communicative peculiarities of the work of a specialist of the Criminal and Executive Service, penitentiary officer’s communicative potential, the specifics of penitentiary specialists’ normative communicative interaction. It is also important to use interactive and dialogic-discussion learning technologies for the development of cadets’ socio-communicative skills and abilities, as well as modeling typical situations of professional activity on the basis of problematic character for cadets to gain the experience in socio-communicative interaction, to intensify their independent research/project work while scheduled classes and self-training.

Prospects for further research in this area are to determine the specifics of the development of socio-communicative competence to the officers of the State Criminal and Executive Service in the process of their advanced training.

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Socio-communicative competence of future officers of the state criminal and executive service of Ukraine: peculiarities of forming

Competência sociocomunicativa dos futuros oficiais do serviço penal e executivo do Estado da Ucrânia: peculiares da formação

Competencia socio-comunicativa de los futuros funcionarios del servicio penal y ejecutivo estatal de Ucrania: peculiaridades de la formación

Resumo

Os resultados do experimento pedagógico na formação da competência sociocomunicativa aos futuros oficiais do Serviço Penal e Executivo Estadual no processo de sua formação profissional são destacados no artigo. Durante o experimento pedagógico, a essência de tais humanidades como: «Língua ucraniana para fins profissionais», «Pedagogia Penitenciária», “Psicologia Penitenciária”, “Ética Profissional”, “Retórica”, “Língua Estrangeira”, foi complementada/estruturada para formar essa propriedade profissionalmente importante levando em conta as peculiaridades da atividade profissional e da interação socio-comunicação no serviço penitenciário. Os resultados da análise teórica do problema da formação da competência sociocomunicativa aos futuros oficiais do Serviço Penal e Executivo Estadual no processo de sua formação profissional e os dados do trabalho experimental na formação dessa propriedade profissionalmente importante permitiram fundamentar certas recomendações metodológicas.

Palavras-chave: Competência sociocomunicativa. Condições pedagógicas. Oficial do serviço criminal e executivo. Métodos de ensino interativos. Conhecimento humanitário.

Resumen

En el artículo se destacan los resultados del experimento pedagógico sobre la formación de competencias socio-comunicantes a los futuros funcionarios del Servicio Penal y Ejecutivo del Estado en el proceso de su formación profesional. Durante el experimento pedagógico, la esencia de humanidades tales como: «Idioma ucraniano para fines profesionales», «Pedagogía Penitenciaria», «Psicología Penitenciaria», «Ética Profesional», «Retórica», «Lengua Extranjera» se complementó / estructurado con el fin de formar esta propiedad profesionalmente importante teniendo en cuenta las peculiaridades de la actividad profesional y la interacción socio-comunicativa en el servicio penitenciario. Los resultados del análisis teórico del problema de la formación de competencias socio-comunicantes a los futuros funcionarios del Servicio Penal y Ejecutivo del Estado en el proceso de su formación profesional y los datos de los trabajos experimentales sobre la formación de este bien de importancia profesional permitieron fundamentar ciertas recomendaciones metodológicas.

Palabras-clave: Competencia socio-comunicativa. Condiciones pedagógicas. Oficial del servicio penal y ejecutivo. Métodos de enseñanza interactivos. Conocimiento humanitario.

Abstract

The results of pedagogical experiment on forming socio-communicative competence to the future officers of the State Criminal and Executive Service in the process of their professional training are highlighted in the article. During the pedagogical experiment the essence of such humanities as: «Ukrainian Language for Professional Purposes», «Penitentiary Pedagogics», «Penitentiary Psychology», «Professional Ethics», «Rhetoric», «Foreign Language» was supplemented/structured in order to form this professionally important property considering the peculiarities of professional activity and socio-communicative interaction in the penitentiary service. The results of theoretical analysis of the problem of forming socio-communicative competence to the future officers of the State Criminal and Executive Service in the process of their professional training and the data of experimental work on forming this professionally important property allowed to substantiate certain methodological recommendations.

Keywords: Socio-communicative competence. Pedagogical conditions. Officer of the criminal and executive service. Interactive teaching methods. Humanitarian knowledge.

Resumen

En el artículo se destacan los resultados del experimento pedagógico sobre la formación de competencias socio-comunicantes a los futuros funcionarios del Servicio Penal y Ejecutivo del Estado en el proceso de su formación profesional. Durante el experimento pedagógico, la esencia de humanidades tales como: «Idioma ucraniano para fines profesionales», «Pedagogía Penitenciaria», «Psicología Penitenciaria», «Ética Profesional», «Retórica», «Lengua Extranjera» se complementó / estructurado con el fin de formar esta propiedad profesionalmente importante teniendo en cuenta las peculiaridades de la actividad profesional y la interacción socio-comunicativa en el servicio penitenciario. Los resultados del análisis teórico del problema de la formación de competencias socio-comunicantes a los futuros funcionarios del Servicio Penal y Ejecutivo del Estado en el proceso de su formación profesional y los datos de los trabajos experimentales sobre la formación de este bien de importancia profesional permitieron fundamentar ciertas recomendaciones metodológicas.

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