цілісного уявлення про історіографічний процес, зміни й тенденції в методології і тематиці досліджень представників радянської, сучасної української та зарубіжної історіографічних генерацій; розглянуто новітні наукові праці з проблеми дослідження і під цим кутом зору здійснено об'єктивну оцінку радянської історіографії; проаналізовано зміст конкретно-історичних праць західної історіографії; до історіографічного аналізу залучено історичний контекст праць представників різних галузей правової, політологічної й управлінської науки, що значно розширило пізнавальні можливості відповідного напряму історіографічного дослідження.

Ключові слова: *історіографія, радянська Україна, національно-державницька традиція*

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THE MODERN METHODS OF FIRST AID (PREMEDICAL CARE) TEACHING IN THE POLICE INSTITUTIONS

Abstract. The article discusses the possibilities and practical importance of using interactive forms of training, and the main attention is paid to the study of the positive impact of situational role-playing games on the provision of pre-medic training in the context of their practical implementation during police training in appropriate institutions with specific training conditions.

The authors believe that is very important to grant future police officers (cadets) with conditions for gaining stable skills of automatic manipulation when giving premedical care and ensure their understanding of the processes that will occur in the victim's body. However, this knowledge and skills must be based on awareness of the risk of being in extreme conditions.

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To assess the efficiency of different pedagogical approaches to teaching premedical training to future police officers, the authors identify 3 models of practical training: using situational tasks without approaching the real conditions of professional activity, situational tasks with the elements of role-playing games and cases under stressful conditions, only students' demonstration of their practical skills with the elements of practice. The success of the cadets in the exam was evaluated.

The authors consider it appropriate that in premedical training of cadets for the development of basic practical skills, which are required for future professional activity, as well as for the creation of prerequisites for psychological readiness to implement in practice these skills and abilities, teachers should purposefully use active and interactive forms and technologies.

Keywords: *interactive methods of training, active methods of training, case-study method, situational role-playing games, game methods of training, participants of interaction, instructor, teacher*

Introduction. The realities of life are such that anyone can become the victim of a crime or another event (emergency of natural or artificial origin) that results in personal injury or death, which can be prevented if immediate first aid (premedical care) is provided. Most often, the danger to human life and health is not caused by the injury itself, but by their early complications, such as bleeding, traumatic shock, pain, loss of consciousness, and other disorders of vital functions of the human body. According to statistics, first aid provided during the first 4 minutes increases the chances of survival by 30 % (Government portal, 2018). This is especially true for people, who are exposed to high risk in their professional duty, where they often find themselves in an extreme situation or next to those, who happened to be in danger. More than 80 % of respondents working abroad as police officers, fire and rescue personnel and dispatchers of ambulance report the presence of the stress factors and traumatic events at their work. 10-15 % of them were diagnosed with post-traumatic stress disorder (PTSD) (Klimley et al., 2018). In these cases, their lives and health depend on the people around them, because the emergency medical team may not reach the scene in time to help them.

Worldwide, the first person to arrive at a scene is a police officer who is required to perform certain standard operating procedures to save the victim's life, given the lack of accurate knowledge of his or her danger (victim or offender), the danger to the environment (location, crowd). Adoption of a single emergency first aid course is a worldwide practice, and its aim is to teach "speaking the same language" to all emergency services. In Europe and the United States, the basic course for rescue and police services is called the "First Response" (Government portal, 2018).

According to the national legislation, police officers on duty have a number of tasks for the provision of services of assistance to persons who, from personal, economic, social reasons or due to emergencies, require such help. This includes an emergency care, premedical and medical assistance to crime or accident victims, as well as persons, who are in a helpless state that can create a danger to their life and health. Not only the life of the victim, but also the successful performance of official duties – the cessation of the offense – depends on the timely and proper provided premedical help.

That is why the effectiveness of police officers training to provide first aid before the arrival of the ambulance crew is a relevant issue within the framework of special professional tactical training.

In light of recent global events associated with the spread of the corona-virus injection (COVID-19), which has forced schools to move to distance learning, the need to develop and implement new forms of police training, including programs for the acquisition of theoretical and practical skills in performing their functions in conditions of unknown risk and emergencies.

The objectives of this paper are the analysis of the effectivity of the modern methods and interactive tools in premedical training of police officers in the specialized institutes/educational organizations and the evaluation of the possibilities and expediency of the application such in Ukraine

The purpose of our research is to analyze the effectiveness of the latest

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methods and interactive tools in premedical training of police officers in special educational institutions/schools and to clarify the possibility and feasibility of applying in Ukraine similar experiences from foreign countries.

Analysis of recent research and publications. The current research in this field helps to solve the mention above problem. Thus, several foreign studies are dedicated to the problems of the interactive education, forms and methods of the educational process, such as: M. Yarmohammadian, E. Khorsani, R. Norouzinia "Institutional Accreditation in Medical Education: The Experience of The Survey Visit Teams" (2020), A. Givati, C. Markham, K. Street "The bargaining of professionalism in emergency care practice: NHS paramedics and higher education" (2018), T. Ngo, K. Belli, M. Shah "EMSC program manager survey on education of prehospital providers. Prehosp Emerg Care" (2014), T. Pelaccia, R. Viau "Motivation in medical education" (2017), S. Scott, M. Carman, M. Zychowicz, M. Shapiro, N. True "Implementation and Evaluation of Tactical Combat Casualty Care for Army" (2020), Hong Tao "A simulative training system in providing pre-hospital trauma care" (2011), Fabian O. Kooij, Anouk P. van Alem, Rudolph W. Koster, & Rien de Vos "Training of police officers as first responders with an automated external defibrillator" (2004), K. Klimley, V. Van Hasselt, A. Stripling "Posttraumatic stress disorder in police, firefighters, and emergency dispatchers" (2018) etc.

Formulation of the main material. The main international legal document, which contains provisions on human rights in the field of health, is the Universal Declaration of Human Rights, adopted at the third session of the UN General Assembly by Resolution 217 A (III), December 10, 1948 p. Article 25 of this document declares that everyone has the right to medical care and the necessary social care and that the special assistance and help should be given to motherhood and childhood (1950).

"Fundamentals of the legislation of Ukraine on health care" contains general principles for the provision of (pre) medical care and protection of public health, and defines the concept of "premedical care" as urgent actions and organizational measures aimed at saving and preserving human life in an emergency condition and minimization of the consequences of such conditions on the health of people. These actions are carried out at the scene by persons, who do not have medical education, but in their official duties must have basic practical skills to save the life of a person in an emergency, and in accordance with the law are obliged to carry out such actions and measures (1992).

Among the main responsibilities of the police the Law of Ukraine "On the National Police" considers also the obligation to provide immediate (premedical) assistance to the victims of crime, accidents, as well as persons who are helpless or in a life-threatening condition or health or persons affected by coercive measures (2015).

An element of ensuring the mechanism of inevitability of police liability for leaving the victim in danger – criminal liability for failure to provide without good reason at the place of home care or unreasonable refusal to provide it (Criminal Code of Ukraine, 2001).

In this regard, it is very important to grant future police officers (cadets) with conditions for gaining stable skills of automatic manipulation when giving premedical care and ensure their understanding of the processes that will occur in the victim's body in order to predict his future condition and provide sufficient support for his life before the arrival of a qualified emergency medical team. However, this knowledge and skills must be based on awareness of the risk of being in extreme conditions, in particular, the so-called "fire" contact with the offender.

Beginning in 2017, elements of pre-medical training based on the TECC (Tactical Emergency Care) clinical protocols, i.e. "Tactical Emergency Medical Care", were gradually introduced into tactical training programs in police schools of Ukraine. These protocols were developed by the researchers from Scientific and Practical Center for Emergency Care and Disaster Medicine of the Ministry of Health of Ukraine in 2016. Their popularization was triggered by the the political

course of Ukraine towards the partnership with NATO and the implementation of its best standards in the security space, as defined in the Sustainable Development Strategy "Ukraine-2020" (2015).

The fact is that TECC is recognized worldwide as the best experience in providing premedical care (first aid) on the battlefield of the TCCC, developed by NATO, which has adapted to civilian conditions, taking into account the tactical situation in which a police officer always finds himself. Stephen M. Scott, Margaret J. Carman, Michael E. Zychowicz, Mark L. Shapiro, Nicholas A. True (2020) in their study "Implementation and Evaluation of Tactical Combat Casualty Care for Army Aviators" note that the importance of developing military strategies to reduce preventive mortality by reducing blood loss and reduction of time between injury and surgery on the battlefield, and the successful introduction of TCCC in all parts of the United States and Allied countries is beginning to meet this need, but the number of such courses is still not satisfactory. On the example of TCCC training for military pilots, they demonstrate a significant increase in knowledge and confidence in providing prehospital care, as well as effective training of the necessary psychomotor skills needed to reduce precautionary mortality on the battlefield through the use of scenarios (simulation tasks). They note that their project demonstrates on a small scale how the TCCC can be adapted to specific military tasks in order to successfully accomplish the future TCCC course for all servicemen. In addition to military aviation, this program is easily modified for aviators in the military and civil sectors (2020).

Experts from the EU Advisory Mission, the Red Cross Society and its regional offices, NAEMT (National Ambulance Association), the European Resuscitation Council have become active drivers and motivators in the development of the training system, the use of new forms and methods of premedical care in the police work at the scene of crime or accidents performed within the project "Operational support in providing strategic advice on reforming the civil security sector of Ukraine".

The reason for such close attention to the implementation of TECC in Ukraine was the constant increase in the number of man-made disasters and terrorist acts, as a result of which the civilian population suffers, and the need to revise outdated emergency premedical protocols to meet emergency requirements.

The TECC training program took into account the possibility of providing pre medical care to injured police officers in three essentially different situations according to the levels of threat to life and health, as well as the priority of professional performance of the task: assistance in a direct threat (red zone); assistance in the conditions of indirect threat, but in tactical conditions (yellow zone); assistance in the absence of threat and evacuation (green zone).

Because of the professional responsibilities of a police officer are related to the possibility of providing home care at the scene, a program of training and retraining of police officers has been developed, which provides standards and algorithms for acquiring theoretical knowledge and practical skills to provide first aid, taking into account the basic requirements of international programs, such as: "Fundamentals of life support", "First on the scene", "Professional life support", taking into account the possibility of mastering the skills of first aid at three levels. These training programs were approved by the Order of the Ministry of Health of Ukraine dated March 29, 2017, no. 346 "On improving the training in providing home care to persons without medical education" (2017).

These programs provide qualifications of I, II, III levels and take 8, 48, 120 hours, respectively. Mandatory for police officers under Article 18 of the Law of Ukraine "On the National Police" is the preparation and acquisition of a certificate under the program "First on the scene", i.e. the qualification of premedical care at least level II. The course lasts 48 hours and is based on the clinical protocols of medical care unified by international standards and on the experience of teaching Emergency Medical Responder, BLS, ITLS, PhTLS courses by international

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organizations in the field of health care.

The practical part of the considered Course takes place in groups which should consist of one teacher and no more than eight cadets. The main idea of this program is the acquisition by cadets of basic skills to save the life of the victim with the use of a minimum set of equipment or in its complete absence. The first 300 Ukrainian police officers underwent 48-hour NATO-standard home care courses between December, 2017 and March, 2018 (Government portal, 2018).

It is worth noting that the legal act, which approved the national protocols and training program for police officers to provide premedical training provides the necessary minimum of key components of training. At the same time, educational institutions in which training is conducted have the right to choose the method of teaching at their own discretion, taking into account the specialization of students, to use additional material.

The normative part of the course makes the instructor (teacher) responsible for the acquisition and assessment of practical skills in accordance with the protocols for premedical care. It is he who during the practical classes should take into account the specifics of the professional responsibilities of students and accordingly form practical tasks. The curriculum for police training in premedical care should be comprehensive and comply with both the protocols for premedical care and departmental principles of policing, and in addition be based on the most optimal modern teaching methods. According to Yarmohammadian M., Khorsani E. and Norouzinia R. the study of the problem and possibilities of institutional accreditation in Iranian medical universities: "Institutional Accreditation in Medical Education: The Experience of The Survey Visit Teams", best learning practices should be the basis for implementation and future accreditation educational institution (2020).

Standard operating procedures for police officers at the scene include the most likely medical problems in typical situations and algorithms for correct follow-up to eliminate or stabilize them. Therefore, how effectively a police officer will behave in a given situation, how timely he or she will orient himself in the current situation, a significant role is played not only by the content of the relevant training program, but also by the methods and means of training.

Also, Ukrainian researchers have found a significant impact of critical incidents on the psychological state and emotional burnout of domestic police officers: their awareness of their own qualifications in providing premedical care to some extent offset the impact of stressors on the scene of a crime, event or other critical incident (R. Valieiev et al., 2020).

The domestic program "First on the scene", as stated in paragraph 5 of the order of the Ministry of Health of Ukraine from 29.03.2017, no. 346, has a block diagram, which involves the acquisition of a number of specific theoretical and practical skills by police and should be implemented through lectures, practical classes, solving situational problems, training.

The study of foreign experience convinces that such traditional forms of education can be used on the basis of computer (information) technologies and online platforms. The most effective of them are modern interactive technologies and teaching methods. According to researcher Hong Tao, the results of training of nursing students at the Second Military Medical University of China (Second Military Medical University, China) indicate a significant efficiency and high effectiveness of a simulated system of training in injury care based on computer technology. This is the so-called computer-based STS (simulative training system) in providing pre-hospital trauma care. Thus, among the 92 members of the group, which was divided in half, some participants underwent simulation training on computers, and others from the "control" group were assigned classroom work for the same amount of time (18 hours). The control of knowledge after training took place in the form of testing with multiple-choice-answers options. It turned out that the first group worked better than the "control" with a much higher average score

for the group scenario based on the test task (Hong Tao, 2011).

The results of our observations in focus groups of cadets during the teaching of tactical special training convince that the specifics of the future police officers training under the program "First on the scene" involves mandatory practical face-to-face training of the instructor specific manipulations to stop bleeding, bandaging, and especially – cardiopulmonary resuscitation (hereinafter – CPR), work with basic medical equipment (primarily, automatic external defibrillator).

Thus, in fact, the domestic training program for the preparation of premedical care provides for the acquisition of basic components for professional action at the scene and assessment of the situation. But, based on our own teaching experience, we faced the problem of implementing the acquired skills under the influence of real stressors: visual signs of severe blood loss, cries for help, psychological pressure from others and more. In this case, the cadets showed a sufficient level of theoretical knowledge, which was indicated by 70 % of the correct answers during the theoretical testing and practical training, according to the list of practical skills.

One should can agree with Hong Tao that the future of realistic computer simulation tasks, especially in distance learning become inevitable and necessary, e.g. as they already became now in a state of emergency in Ukraine and the world. Teaching experience shows that police schools do not pay enough attention to the "gamification" of training, including the possibility of digital research, i.e. the use of game practices and mechanisms in the non-game context for involvement of end users in solving the problem ("quest", "challenges"). For the development and organization of web-quests for future police officers, for example, the Google Classroom service is more suitable, while the Moodle platform of our educational institution has become optimal for distance learning of police officers during quarantine.

In particular, the practice of combining information technology with training should be positively assessed, as in the initial stages of training they allow to adapt to the inevitable stress (appearance of blood or torn limb), and later in the service to focus on work and care algorithms rather than horrible portrayal of the victim. The use of interactive simulators (multimedia shootings, virtual tactical camps) has become traditional in the world for the training of the military and police, the feasibility and effectiveness of which is beyond doubt.

Indeed, from an economic point of view, the development of such programs requires the involvement of appropriate logistical resources and specialists for software development. On the other hand, the list of the minimum necessary equipment and materials for carrying out the program for one group of 8 students approved in the training program is not less financially expensive, as it has 25 subjects. And this – without taking into account the objects and means of visualization of theoretical material – a multimedia projector, flipchart, laptop, as well as consumables such as disinfectants, masks, goggles and rubber gloves.

Their list includes 4 human mannequins that must be realistic in appearance and touch, light, equipped with a feedback device to control its manipulation (for example, a clicker to confirm the correct depth and frequency of compression during CPR), the ability to replace parts and match quality and safety standards AHA CPR or ERC CPR Guidelines 2015. For example, a mannequin for training CPR without electronics, for which the school budget must allocate funds at the rate of 1 mannequin for training with a group of 8 police officers, made by a domestic manufacturer, costs in Ukraine about 2 thousand US dollars.

The "effect" of training police officers with such technical means should not be overestimated if they do not meet the technological requirements. According to Nicholas Widmann, Robert Sutton, Newton Buchanan, Dana E. Niles, Godfrey Nazareth, Vinay Nadkarni, Matthew R. Maltese "Simulating blood pressure and end tidal CO2 in a CPR training manikin", modern CPR training systems on traditional mannequins able to provide only feedback on the position of the arms, depth, speed and other indicators of the correctness of chest compression,

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but for the effectiveness of training equipment should reflect the simulation of the mannequin vital signs in the form of signals in real time, including on a clinical monitor, which sees and hears the person performing CPR (2018).

Therefore, it is necessary to agree with Hong Tao (Second Military Medical University, China) on the expediency of using computer STS as an effective model of training in trauma care, as well as to conclude that they should be introduced in police training in Ukraine.

In order to attract financial support for the field of premedical training of police officers, it is advisable to oblige domestic specialists in this field to participate in various international programs and grants. The consortium of the universities of Great Britain, Lithuania and Spain plans to conduct trainings on scenario-oriented learning technologies, simulation medicine, competent psychological support and principles of first aid for Ukrainian and Albanian universities for further training of police officers, teachers and doctors. In particular, such cooperation in the Erasmus+KA2 Project can improve the quality of emergency care in Ukraine and communication of universities in general, exchange of experience, receiving humanitarian aid for the necessary equipment, etc.

At the same time, foreign colleagues F. Kooij, P. Anouk van Alem, W. Rudolph Koster and Riende Vos in their study of the use of automated external defibrillators (AEDs) by Amsterdam (Netherlands) police believe that the training program can be effective and important in providing the first aid care, albeit short-term (3 hours) (2004). Most police officers were trained in the safe and effective use of AEDs within 3 hours to update and improve their BLS skills. The trained police officers even improved their self-confidence and motivation during the course from 12 and 73 % to 99 and 94 %, respectively.

As noted by T. Ngo, K. Belli, M. Shah in the work "EMSC program manager survey on education of prehospital providers. Prehosp Emerg Care" policy of public officials on pre-medical education should be aimed at increasing the time for practical training, with the development of a standard plan of hours required for continuing education (both initial certification and advanced training), regardless of its specifics (2014).

The learning process should aim to bring theoretical training closer to practical. Practice plays a priority role in the inseparable unity of theory and practice. Theory and practice in learning are two organically connected aspects of a single process of cognition. During the practical classes, the teacher must take into account the specifics of the professional responsibilities of cadets and accordingly form practical tasks. In addition, it should be remembered that the successful completion of the course depends in part on the characteristics of the student.

To assess the effectiveness of different pedagogical approaches to the teaching of premedical training for one focus group of future police officers in the number of 6 groups of 24 cadets, we identified 3 models of practical training. Each group included 2 groups. The theoretical block was the same for everyone.

The first model included practical training to acquire practical skills on a specific topic of the curriculum.

The second model included elements of situational tasks according to the same program.

The third model was based on learning through the use of case methods in the form of situational tasks and role-playing games on the principle of "simple to complex".

To elaborate situational tasks and to gain their better mastering the material of previous classes was used together with new knowledge. To implement this study, situational tasks were developed with appropriate checklists to unify the process of assessing the level of cadets knowledge. To track the effectiveness of learning it was decided to add elements of

premedic care to all cadets (the list of basic skills was the same for all) during the development of tactical training scenarios 4 weeks after premedic care classes. In order to avoid the transfer of information from group to group, the evaluation was accompanied by the mandatory isolation of those who passed the evaluation from those who still had to pass it. It is under such conditions that we tried to apply an integrated approach during the implementation of our project. The reliability of the results was assessed by the classical method of statistics, i.e. "Student's t-test".

During research, we obtained the following results of success. The theoretical block of test tasks was successfully made by 96.10 % of cadets who studie according to the standard program of premedical training. 95.33 % and 95.46 % of cadets in the second and third experimental models of training, respectively, demonstrated a sufficient level of mastery of theoretical material. The practical unit was assessed by the cadets' demonstration of the necessary skills, which were provided in a specific situation with a mandatory time limit of 10 minutes. For example, the algorithm of actions of police officers in the presence of signs of critical bleeding, conducting an initial examination of the victim, etc. The evaluation results are as follows: 81.81 % successfully managed from the first group of cadets, 84.23 % from the second group, and 87.41 % from the third.

After 4 weeks, during the development of tactical scenarios, we again conducted the certification of basic skills in premedical training in conditions close to the real ones on the territory of the tactical town. The results of the study showed a statistically significant decrease in success rates in the first group by 35.12 %, in the second – by 27.57 %, respectively (at $p < 0.01$).

The most common reasons for mistakes and incorrect actions of cadets of these groups were confusion, lack of compliance with personal safety requirements, communication with teammates and dispatchers, violation of the sequence of protocols for premedical care. As for the cadets of group 3, the success of the task has not changed and amounted to 86.54 % (at $p < 0,01$). They acted more confidently, there were almost no problems with communication, algorithms of actions were performed in the correct sequence and under constant self-control according to the 4-categories method: environment, communication, condition, special tactical breathing.

In our opinion, in premedical training of cadets for the development of basic practical skills, which are required for future professional activity, as well as for the creation of prerequisites for psychological readiness to implement in practice these skills and abilities, teachers should purposefully use active and interactive forms and technologies: trainings, scenarios, creative techniques, etc. (T. Mukhina, 2013).

Despite certain similarities in active and interactive teaching methods there are also differences. Interactive methods are the most modern form of active methods. The cadet in interactive learning is the subject of educational activities to a greater extent than in passive. Entering into a dialogue with the teacher, he takes an active part in the cognitive process, performs creative, exploratory and problem tasks. Interactive methods (interaction, influence on each other) are based on the interaction of students with each other. Interactive learning:

– built on the interaction of the cadet with the learning environment and the appropriate environment, which is the basis for gaining experience;

– based on the psychology of human relationships and interactions;

– is understood as a joint process of cognition, where knowledge is gained during joint activities through communication with a partner and/or with operational dispatchers (S. Bibalova, 2009).

Interactive teaching methods necessarily emphasize the presence of collective learning in collaboration, which is most appropriate for a person-centered approach. Both the cadet and the teacher are subjects of the educational

process. Interactive learning is based on students' own experience and their direct interaction in the field of mastered professional experience. Interactive teaching methods are characterized by the following:

1) activate students' thinking due to the technology of the educational process (I. Masalkov et al., 2011);

2) the activity acquired by the cadet with their help is long and steady;

3) stimulate students to make independent decisions – creative in their content and motivationally justified;

4) the learning process is built on a collective basis and according to a certain algorithm;

5) increase the effectiveness of training due to the depth and speed in uptake of the material (T. Panina et al., 2008).

We have implemented one of the most used method of interactive learning – case technology. Case (from the English "case" – event; comes from the Latin "casus", the form of the Latin verb "cadere" – to fall).

Case technologies include: method of situational analysis; situational tasks and exercises; analysis of specific situations (case study); case method; game design; method of situational role-playing games (B. Paranyuk, 2006).

As a form of learning and activation of the educational process, the case method, forming certain competencies, allows to successfully solve the following tasks:

– development of cadets' ability to think logically, clearly and consistently, to understand the meaning of the initial data and the assumed decisions;

– practice of skills of operative decision-making;

– to implement the ability to request additional information, which allows to clarify the initial situation, i.e. to select the wording of questions that best contributes to "development", "understanding";

– development of skills of visual representation of features of definition of optimum decisions in the conditions of uncertainty and development of the plan of actions with use of the various approaches allowing to reach desirable result;

– acquisition of skills of clear, accurate presentation in oral or written form when compiling a MIST-report;

– developing the ability to make a presentation, i.e. eloquently present, argue and defend their own point of view;

– practice skills of constructive critical assessment of the point of view of others;

– development of the ability to make independent decisions using group analysis of the situation;

– formation of the ability and desire for self-development and professional growth, based on the analysis (reflection) of their own and others' mistakes, on the feedback data (Yu. Zinchenko et al., 2007, S. Stupina, 2009).

Positively regard the use of such interactive methods Linda J. Ross, Paul A. Jennings, Cameron McR. Gosling, Brett Williams in "Experiential education enhancing paramedic perspective and interpersonal communication with older patients: a controlled study" indicating that the skills of interpersonal communication of paramedic students with "real" elderly patients after training were from satisfactory to good at the beginning of the study and improved from good to very good, and there was an overall improvement in "understanding the element of patient perspective" (2018).

Now we consider in detail the method of situational role-playing games in the context of pre-medical training of future police officers. Game is a form of people activity (usually joint), which reproduces various practical situations, as well as the system of relationships and acts as one of the means of activating the educational process in the education system (L. Halitsyna, 2005). Understanding the game as a special type of human activity, closely related to work, professional

sphere, led to a scientific approach to its study.

Unlike other teaching methods, the game allows the cadet to feel personal involvement in the functioning and implementation of the topic being studied – he "lives" for some time in "real" living conditions, being "inside" this system. When considering situational role-playing games, it should be noted that they require students to be more spontaneous, individual, creative, and improvised. Role play, as well as group discussion, can act as a "through" training method, included in various exercises, and as an independent technique. Thus, game teaching methods, which were used in the training of future police TECC, allow to solve the following tasks:

– formation of new models of behavior in participants in situations of interpersonal interaction;

– expanding the flexibility of behavior through the acceptance of communication participants of different roles;

– study of behavior patterns that are effective in certain situations of professional interaction (for example, in situations of family quarrels, accidents, etc.);

– visual representation of the conventions of behavior patterns, which are prescribed by the roles, their certainty in the context of communication;

– creating conditions that allow participants to realize and correct their own inadequate behavioral patterns;

– elimination (or reduction) of acute experiences of the problem caused by the failure of the situation (the effect of catharsis, which is the basis of psychotherapeutic effects in many techniques of psychodrama and game psychotherapy). Thus, situational role-playing games are based on the organization of interaction in situations that simulate a certain cycle of professional activity. After the game it is necessary to hold a debriefing to discuss the nature of the participants' actions, to analyze the emotional reactions of the participants and to invite them to try to correct the mistakes that are already clear to cadets in the absence of stressors. The purpose of the discussion is to analyze the relationships of the "heroes" of the game, to determine the motives of their behavior, the attitude in accordance with which the actions were carried out. In other words, during the discussion, both the adequacy of the participants' perception of the interaction situation and the appropriateness of the chosen tactics of participation in it are determined (T. Panina et al., 2008). Thus, the game as a method of interactive learning provides the following opportunities:

– formation of motivation for learning (effectively at the initial stage of learning);

– assessment of the level of preparedness of students (at the initial stage of training can be used for input control, at the final stage – for the final control of the effectiveness of training);

– assessment of the degree of mastery of the material and its translation from the passive state (knowledge) to the active (skill); effective as a method of practical training immediately after discussing the theoretical material.

There are several categories of situational role-playing games: business, role-playing, organizational-active games. Role-playing games are the largest and most important in terms of content group of games used in interactive learning. Their essence is as follows – a person "takes" a certain social role, demonstrating behavioral patterns that, in his opinion, correspond to it. As a rule, several people take part in the game at the same time – each of them plays a role. Participants perform roles that are not typical for them or could be characteristic for them in a completely different environment, which allows to gain new behavioral experiences. A situation is created that provides optimal opportunities for learning new behavioral models (T. Panina et al., 2008).

Role-playing allows you to effectively practice behavioral options in situations, in which they can potentially be educational (for example, an attack

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by a stranger, emergencies of various origins, conflicts of various etiologies). Cadets acquire skills of making responsible and safe decisions in the learning situation. Role-playing games differ from business games by the lack of an evaluation system in their process. Organizational-active games are a form of collective activity, in the process of which learning is carried out, as well as designing new models of activity. The purpose of these games is to introduce a new practice in a particular professional field (V. Traynev, 2002).

Conclusions. Thus, the best standards of emergency care should be implemented in police training and activities, in particular, derived from both: our own research and positive foreign experience.

1. The use of interactive methodological approaches gives a stable result of long-term actions in the training of TECC police officers. Further introduction of interactive forms of TECC police training is an important aspect of modernizing the approach to premedical police training.

2. Interactive methods of TECC police officers training are aimed primarily at increasing the activity and motivation of cadets to educational and professional activities. Interactive methods allow active use of passive learning in model or real situations of professional activity, which improves the quality of training of future professionals.

3. Police training should be not only standardized but also unified to ensure the completeness, integrity and continuity of maintaining the stable condition of the victim until he or she receives qualified medical care in any country in the world; legal and coordinated work of units designed to provide premedical care, based on algorithms of action both in everyday situations and in crisis (extreme / emergency) situations. In particular, A. Givati, C. Markham, K. Street "The bargaining of professionalism" emphasizes the need for professional regulation and standardization of education in high-income countries, as it not only indicates their political stability, but also has a positive effect on the image of the institution and the demand for its specialists. Based on interviews with leading paramedics, paramedic teachers and paramedic students in the south of England, these researchers explore how paramedical education reforms have affected the professionalization of paramedics and its development (A. Givati et al., 2018).

4. The integration of pre-medical care into the discipline "Tactical and special training" is a mandatory and justified requirement for simultaneous performance of professional and combat missions by police officers.

5. Algorithms for first aid provided by the police should be adapted to unforeseen emergencies and describe the protocol of action in situations of unknown risk, as in the recently adopted in March, 2020 protocol "Provision of medical care for the treatment of coronavirus disease (COVID-19)" emphasis is placed on the absence at the time of approval of specific antiviral treatment for coronavirus disease (Law of Ukraine, 2020).

6. Modern interactive methods of TECC police officers training, especially role-playing, are the most effective and appropriate, while more intensively used on various web platforms in the form of quests or other types of gaming practices.

7. Foreign experience of training or updating the knowledge of TECC police officers shows that even very short-term but intensive training on narrowly focused topics has a positive effect. This requires investment in training, much of which can be obtained from partner countries and joint research grants.

Conflict of Interest and other Ethics Statements

The authors declare no conflict of interest.

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СУЧАСНА МЕТОДИКА ВИКЛАДАННЯ ПЕРШОЇ (ДОМЕДИЧНОЇ) ПІДГОТОВКИ У ПОЛІЦЕЙСЬКИХ ЗАКЛАДАХ ОСВІТИ

Анотація. Важливо забезпечити майбутнім поліцейським (курсантам) умови для отримання стійких навичок автоматичного виконання маніпуляцій з надання домедичної допомоги та розуміння тих процесів, які будуть при цьому відбуватися в організмі постраждалого. При цьому ці знання та навички обов'язково повинні спиратись на усвідомлення ризику опинитись в екстремальних умовах, зокрема, так званого "вогневого" контакту з правопорушником. Авторами обговорюються можливості та практичне значення використання інтерактивних форм навчання, а основна увага приділяється вивченню позитивного впливу ситуативних рольових ігор на забезпечення тренувань з домедичної підготовки в контексті їх практичного впровадження під час навчання поліції у закладах освіти зі специфічними умовами навчання. Для оцінки ефективності різних педагогічних підходів до викладання домедичної підготовки для майбутніх поліцейських автори визначили 3 моделі проведення практичних занять: із застосуванням ситуаційних завдань без наближення до реальних умов професійної діяльності, ситуаційні завдання з елементами рольових ігор та кейсів за умов стресу, лише демонстрація курсантам практичних навичок з елементами їх відпрацювання. При цьому оцінювалась успішність складання іспиту курсантами.

На думку авторів, для розвитку базових практичних навичок з домедичної підготовки курсантів, необхідних для майбутньої професійної діяльності, а також створення передумов психологічної готовності до впровадження в реальну практику освоєних умінь і навичок викладачам слід цілеспрямовано впроваджувати активні та інтерактивні форми і технології проведення занять: ігри, тренінги, сценарії, креативні техніки тощо.

Ключові слова: *інтерактивні методи навчання, активні методи навчання, кейс-метод, ситуативні рольові ігри, ігрові методи навчання, учасники взаємодії, інструктор, викладач*

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