

**ПЕДАГОГИКА, ПСИХОЛОГИЯ ЖӘНЕ ӘЛЕУМЕТТІК-ЭКОНОМИКАЛЫҚ
ҒЫЛЫМДАР САЛАЛАРЫНДАҒЫ ЗЕРТТЕУЛЕР**
**ИССЛЕДОВАНИЯ В СФЕРЕ ПЕДАГОГИКИ, ПСИХОЛОГИИ И СОЦИАЛЬНО-
ЭКОНОМИЧЕСКИХ НАУК**

УДК 340.11;34:001.8
МРНТИ 10.01.07



BOTAGOZ BURALKIYEVA¹

*¹The Academy of Law Enforcement Agencies
under the Prosecutor General's Office
of the Republic of Kazakhstan,
Nur-Sultan c., Kazakhstan*



YERLAN MYNZHANOV²

*²The Academy of Law Enforcement Agencies
under the Prosecutor General's Office
of the Republic of Kazakhstan,
Nur-Sultan c., Kazakhstan*

**INTRODUCTION OF INNOVATIVE METHODS OF TEACHING OF ADULT
AUDIENCES FROM LAW ENFORCEMENT AGENCIES**

Түйін. Бұл мақалада ересек аудиториямен жұмыс істеу үшін тиімді қолданылатын оқытудың инновациялық тәсілдері талқыланады, мысалы, симуляция және проблемаға бағытталған оқыту. Теориялық негіздер және қысқаша тарихи анықтама берілді. Проблемалық-бағдарланған оқытудың ерекшеліктері, күшті және әлсіз жақтары толық талданды. Құқық қорғау органдарының академиялық және біліктілігін арттыру бағдарламаларында ең жоғары нәтижеге жету үшін аралас әдісті енгізу қажеттілігі негізделген. Талдау негізінде авторлар «Ақпараттық-коммуникациялық технологиялар (АКТ) және сыбайлас жемқорлық схемалары арқылы алынған заңсыз кірістерді жылыстату» атты тренинг мысалында аралас әдісті қолдануды ұсынады.

Сондай-ақ, мақалада мұғалімнің рөліндегі түбегейлі өзгерістер «мұғалім – басшыдан» «мұғалім – фасилитаторға» талқыланады.



Жаңа аралас модельдің басты артықшылығы тыңдаушылар арасында сыни және ерекше ойлауды дамыту, сондай-ақ тәжірибелік қызметте тікелей пайдалану дағдыларын жетілдіру болып табылады.

Түйінді сөздер: инновациялық оқыту әдістері, модельдеу, проблемалық-бағытталған оқыту, сыни ойлау, студенттің және оқытушының рөлі.

Аннотация. В данной статье авторами рассмотрены инновационные подходы к обучению, которые эффективно используются для работы со взрослой аудиторией, такие как симуляция и проблемно-ориентированное обучение. Изложена краткая историческая справка. Проанализированы особенности, сильные и слабые стороны данных методов. Обоснована необходимость внедрения смешанного подхода для достижения наибольшей эффективности в академических программах и программах курсов повышения квалификации правоохранительных органов. На основе проведенного анализа авторами предлагается использование смешанной модели на примере проведенного в Академии тренинга «Отмывание нелегальных доходов, добытых посредством информационно-коммуникационных технологий (ИКТ) и коррупционных схем».

В статье также обсуждаются принципиальные изменения в роли преподавателя от схемы «преподаватель – руководитель» к схеме «преподаватель – фасилитатор».

Главное достоинство новой смешанной модели – развитие критического и неординарного мышления у обучающихся, а также улучшение навыков для непосредственного использования их в практической деятельности.

Ключевые слова: инновационные методы обучения, симуляция, проблемно-ориентированное обучение, критическое мышление, роль студента, роль преподавателя, смешанная модель, фасилитатор.

Abstract. This article discusses innovative approaches to learning that are effectively used for teaching the adult audience, such as simulation and problem-based learning. In the paper the theoretical foundations and a brief historical background have been given. The features, strengths and weaknesses of both methods are analyzed. The necessity of introducing a mixed approach in order to achieve the greatest effectiveness in academic programs and professional development programs for law enforcement agencies is justified. Based on the conducted analysis the authors propose the use of a mixed method on the example of the training on “Laundering money obtained through information and communication technologies (ITC) and corruption crimes”.

The article also discusses fundamental changes in the role of the tutor from the “tutor-supervisor” to the “teacher-facilitator”.

The main advantage of the new mixed model is development of critical and extraordinary thinking of the listeners, as well as the improvement of skills for using them in practical activities.

Key words: innovative methods of teaching, simulation, problem-based learning, critical thinking, the role of student and tutor.

"I never teach my pupils, I only attempt to provide the conditions in which they can learn".

Albert Einstein

Within the framework of the State Program for the Development of Education of the Republic of Kazakhstan for 2016-2019, human resources are the key point for any successful organization. These also were mentioned in the Messages to the people of Kazakhstan by the President of Kazakhstan Mr. Nursultan Nazarbayev. He has repeatedly stressed the importance of raising the standards of teaching and the potential of the teachers themselves. All these led to the fact that new pedagogical approaches and methods aimed primarily at developing students' independence and analytical thinking began to be adopted in most educational programs. An even greater responsibility fell on the shoulders of those who are responsible for advanced training [9].

According to Mandrikov and others [12], development of intellectual and creative capacity is carried out not in specially organized classes, but throughout many years of the learning process: during lectures, seminars and workshops. The traditional form of 'knowledge-control-assessment' is gradually being displaced by innovative educational methods, the essence of which is the ability to use knowledge gained in practice, interpret knowledge from other related disciplines, adequately perceive new information, creatively approach the solution of the most complex task, and gain constant improvement.

In this regard, in Kazakhstan, the system of staff development has undergone qualitative changes in the forms of training, making a significant breakthrough. The law enforcement system is no exception. Thus, within the framework of the advanced training programs of the Institute for the

Improvement of the Professional Level of the Academy of Law Enforcement Agencies under the General Prosecutor's Office of the Republic of Kazakhstan, constant intensive work is being carried out to introduce innovative methods of training prosecutors and other law enforcement body's staff.

One of the innovative approaches is simulation. Simulation is considered as a model of a set of problems or events that can be used to teach someone how to do something [16]. It also includes instructional elements that help students to explore, navigate or obtain more knowledge about that system or environment that cannot generally be acquired from mere reading [1]. For example, simulation training on combatting human trafficking, that held in September 2018. It was the first simulation event that has been conducted in Russian. The training was held on the base of the Regional Hub on Countering Global Threats [15]. That new approach used during the training allowed simulating the life situations and improving professional skills in order to use them in practical life. The main idea of that approach is to give a special role to all participants in accordance with their professional roles in real life. For playing other additional roles, actors from the theatre are being invited to participate in the training. For instance, 57 law enforcement personnel as well NGOs representatives from 14 countries took place in the Astana simulation training. More than 50 actors were involved to participate in the educational event playing different victim roles. As a result, three months later, 10 victims of sexual and labour exploitation from Uzbekistan were freed and sent home.

The second method that authors want to explore in detail in this article is problem-based learning (PBL). The theoretical background of the of PBL originates from the traditions of



constructivism that assumes that human knowledge obtained by people within social communities is based on the student's previous knowledge.

The student is considered as an active participant in the learning process instead of the passive recipient of knowledge. According to constructivism scholars [2] people get their understanding and perception from interaction with the environment, as a result of a cognitive conflict that stimulates learning. Thus, knowledge is formed when students overcome challenges in social situations and acquire personal understanding.

In contrast with the objectivist approach, where students are instructed to perform exercises to understand and apply knowledge, the approach used in PBL begins with the problem presented to the student who then attempts to solve it in collaboration with other students or colleagues by discussing the problem scenario and searching ways to solve it in small groups.

The problem-based learning (PBL) is a teaching method that allows students to use the real situations and focus on problems and concrete situations and solve the tasks themselves [3]. A student is faced with a problem situation before he has acquired any knowledge about the concept being studied. Working with others, he or she analyzes the problem, formulates the questions, conducts a survey and research, and creates hypotheses and attempts to achieve a solution to the problem. Usually that method was used for practical students.

According to Barrows, who initiated using such an effective method in medicine [2], the problem based learning approach is an educational process that requires learning to go through those learning activities that are important in real life. Its purpose is to challenge using a problem situation, taken from practical situations, which should be an incentive

for learning; it should help organize the training so that the knowledge gained can be applied in future work. Barrows also highlighted that tutors who use the problem-based learning approach working with students and adult groups have to have a combination of direct and indirect facilitation skills. This helps students to get more knowledge and practical skills as they would have to spend more time on group and research work [5].

Thus, the main principle of that so-called "student-centered" approach is aimed at encouraging students to work independently without a tutor, to find necessary information and ways of problem solving.

Since Barrows proposed using the problems based approach on actual clinical cases the medical curriculum went from focusing on the faculty to a student-centered approach as well as an interdisciplinary approach. Thus, as a best practice, that educational method has been replicated to other disciplines, such as architecture, business, economics, education, music, law, optometry, political science, social work and others [5].

Additionally, the American Psychological Association outlined that solid knowledge and understanding is connected with the 12 principles of the learner, which were transformed by Alexander and Murphy into 5 dimensions of meaningful learning [7]. These are: (1) the knowledge base (knowledge formation), (2) executive control (independent learning), (3) motivation and affect, (4) development and individual differences and (5) context. Silins and Harvey [6] argue that a well-designed and lightweight PBL curriculum should focus on the principles of taking into account the psychological characteristics of students.

The role of a tutor in PBL is also changed – 'tutor- supervisor' has been

replaced by 'tutor – facilitator'. Thus, the tutor's qualification and professional skills play the major role as he or she has to provide students with explanatory and intellectual support systems that allow them to build a learning process. In the process of solving the problem by the students, the tutor assists in carrying out discussions and making recommendations of what sources can be used. This kind of assistance can be provided in the form of consultation and smoothly leading the students' group.

Based on the analysis conducted by the authors this study found out the advantages and disadvantages of using PBL approach for teaching adult students. These are the following:

1. *Independent work.* The PBL method stimulates students to work independently. For example, they need to read additional information and find sources to solve the problem.

2. *Critical thinking.* The PBL principle encourages students to develop critical thinking. This is especially important for investigators and prosecutors. It is not enough to know laws, it is more important to be able to apply them in specific cases. Thus, when solving a problem, students perceive it as a game, and at the same time they quickly memorize the material and get practical experience that would be more useful when working.

3. *Lateral thinking.* It's known that high qualified investigators have to have extraordinary thinking abilities. So, PBL also helps students to develop lateral thinking that is very important during investigations.

4. *Learning is relevant to the real world.* A tutor prepares problems from real cases, which help to use the knowledge and skills in life situations.

5. *Motivation.* This approach also helps to increase the students' motivation to learn in order to achieve a solution.

6. *Team building.* Using this method provides additional opportunity for students to work collaboratively in a team and practice communication and social skills.

7. *Learning is student-centered.* The tutor acts as a facilitator or learning coach, thus students feel themselves to be on the same stage as the tutor. This is very important when students are practical law enforcement personnel who have great experience in their work fields.

Despite many advantages of the method there seem to be some weaknesses. However, compared with the pros the researchers found three only:

1. Biased assessment. The assessment of the students can be problematic as they work in group and it can be difficult to assess them objectively.

2. There appears to be a possibility that some students will not get the expected results due to their passive position.

3. Need for more tutors/facilitators. In order to conduct learning sessions using PBL approach more successfully and pay enough attention to each student it is necessary to have more than 1 tutor, ideally 1 for each 6-7 students.

Thus, taking into consideration the advantages of both methods discussed in the article the author proposes adopting both teaching approaches: simulation and PBL and using them in training conducted by the Academy. The effectiveness of mixing methods is also reflected in the work of various scholars. For instance, Skripko [17] states that effective pedagogical interaction is possible only with a reasonable combination of several, complimentary teaching methods.

Below is the example proposed by the article's authors based on the training program on "Laundering of money obtained through ICT and corruption crimes".



Step 1. Develop a problem. To analyze the actual problems (by interviewing investigators - practitioners and examining criminal cases and sentences related to the subject of the course). On the basis of the studied materials, prepare a plot - a case - a problem that will be solved by students during the course.

Step 2. Formation of small groups. The tutor divides students into groups consisting of 5-6 people from interested organizations (court, prosecutor's office, internal affairs agencies, economic investigation services, financial intelligence units, banks). This allows students to come to the solution of the problem more effectively, contributes to the effective investigation of the case (problem), as each participant uses his skills and knowledge in the investigation.

The role of the tutor is to orientate students, to help establish the main rules for conducting the training and motivating the principles of work. For example, in the end to define a group - the winner.

Step 3. Presentation of a problem (plot). The tutor presents a problem scenario. Students/listeners identify the problem (decide whether to initiate a criminal case or not), listing the facts of the problem and discussing with each other. Listeners take turns to express their versions of the alleged problem (criminal case) in order to establish a common understanding of the problem by the group.

Step 4. Generating ideas. Listeners/students investigate solutions to the problem* (procedure for investigating) by asking questions. They brainstorm and

produce possible ideas to solve or understand the cause of the problem. These can be hypotheses, suggestions, possible solutions, judgments, any thoughts that can help solve this problem (a further procedure for investigating a crime, for example sending international request).

**At this stage brainstorming and SWOT analysis can be used.*

Step 5. Exploring the problem. Listeners determine what they need to know to solve this problem. Develop an action plan. The plan consists of steps that they must take to clarify or get more information about the problem background.

Step 6. Plan implementation. The tutor simulates a real situation and students find solutions. For example, they conduct a search in the apartment or office of the suspect; send international requests to financial intelligence services via Egmont Group, define schemes and connections of suspect through social nets, Internet and other ICT.

Step 7. Joint discussion and decision making. Students discuss the results of investigation and make the final decision. For example, they develop a sentence. Finally, they present their solution.

Step 8. Reflection and feedback. Listeners discuss all previous steps, what issues they encountered and how they would solve them, what questions appeared during the learning process and to what extend the tutor's assistance helped them to solve the problem. Students also fill in questionnaires in order to give their feedback.

Conclusion

To conclude it seems that mixture of innovative teaching approaches such as educational simulation and problem based learning can be more effective for adult students – practitioners than traditional methods of teaching. The introduction the mixed approach into both

academic and professional development programs for law enforcement personnel can significantly improve the quality of their knowledge and skills and finally will positively affect the quality of crime investigations.

However, taking into consideration that this approach is more focused on

students' work and dramatically changes the role of the tutor (from supervision to facilitation) it is very important to have highly qualified tutors, well-equipped supporting staff like actors and assistants, as well as well-prepared scenarios.

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