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Level of Self-Educational Competence of Cadets of Higher Educational Institutions with Specific Training Environment

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Abstract: Modern times put forward fundamentally new requirements for the qualification of a modern law enforcement officer, his moral maturity, common cultural and intellectual levels. A law enforcement officer must be an educated, highly cultured person, have profound professional knowledge and skills in various fields, and be able to constantly improve his level of knowledge and skills. The aim of the research is to investigate the current level of the cadets' self-educational competence formedness in the process of their training in a higher educational institution with specific training environment. The research involved 167 fourth (graduate) year cadets of the National Academy of Internal Affairs (Kyiv). Research methods: theoretical analysis and generalization of scientific and methodological literature, documents and results of educational activities, observations, questionnaires, method of expert assessment, methods of mathematical statistics. The level of the cadets' self-educational competence formedness was assessed according to four components such as motivational-personal, cognitive-informational, operational-activity and reflexive-volitional. It was found that the cadets' self-educational competence is an integral part of professional competence and at the same time an indicator of the success of their professional and personal development. It was found that the level of most of the studied indicators of the cadets according to the distinguished components is low. This indicates the need to substantiate and implement pedagogical conditions for the formation of self-educational competence of the cadets in the process of their training in higher educational institutions with specific training environment.

Keywords: *self-educational competence; components; cadets; higher educational institutions; law enforcement agencies.*

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1. Introduction

An important task against the background of today's law enforcement reform is to train professionals capable of self-improvement, self-development, which increases the role and importance of self-education in the professional development of the individual (Okhrimenko et al., 2020). One of the tasks of forming self-educational competence in cadets of higher educational institutions with specific training environment i. e. future law enforcement officers is to master high-tech information technologies, types and means of armament, expansion of service functions and creative scope of activities, modernization of educational content on the basis of competency building approach (Shvets, et al., 2020; Yermakov, 2012). Modern times put forward fundamentally new requirements for the qualification of a modern law enforcement officer, his moral maturity, common cultural and intellectual levels. A law enforcement officer must be an educated, highly cultured person, have profound professional knowledge and skills in various fields, and be able to constantly improve his level of knowledge and skills in order to successfully perform his official and civic duties. This corresponds to the requirements of regulatory legal enactments which regulate the main activities of law enforcement officers, as well as the organization of the educational process in higher educational institutions with specific training environment.

Various aspects of the problem of forming professional competencies of specialists in various fields are considered in the works of many scientists (Hays et al., 2007; Sheremet et al., 2020). However, not enough research has been conducted on the formation of self-educational competence of cadets i. e. future law enforcement officers in the process of their training in higher educational institutions with specific training environment.

Our research is designed to overcome significant contradictions between: society's requirements for the quality of police officers' training and the insufficient methodological and procedural framework to ensure these requirements in higher educational institutions with specific training environment; potential opportunities of cadets i. e. future police officers and the insufficient level of use of these opportunities in the process of obtaining higher education; significant pedagogical reserves of the academic disciplines of the cycle of professional training for the formation of self-educational competence of cadets and the inconsistency of forms, methods and means of organizing the educational process.

The analysis of literature sources showed the availability of a large number of scientific papers on the formation of competencies of future professionals (Bjerregaard, & Lord, 2004; Bondarenko, et al., 2020a; Fuchs, 2022; Harkin, & Whelan, 2021; Hudson, 2014; Tsilmak et al., 2021).

Aleksandrov, Okhrimenko, & Drozd (2017), Bilyk, Matvienko, Zinko, Hanushchyn, & Vasylenko (2021), Drach (2013), Korneshchuk, & Kolodiichuk, 2019; Ostapovich, et al. (2020) devoted their research to the issue of defining key competencies.

Kazmirenko, & Moiseyev (2007), Rohotchenko, O., Zuziak, Kizim, Rohotchenko, S., & Shynin (2021) and others devoted their works to the issue of professional competence types. The issue of formation of competencies of law enforcement officers has also been investigated (Alcadipani et al., 2021; Bondarenko, et al., 2020b; Fedorenko et al., 2020; Terpstra, & Schaap, 2021). At the same time, the problem of formation and development of self-educational skills and abilities i. e. components of self-educational competence has repeatedly attracted attention of scientists. The works by Ball (2014), Matvieieva, Ovcharenko, Korchagina, Kuznetsova, & Grineva (2019), Torkos & Egerau (2020) and others are of great importance for methodological understanding of the aforementioned issue; they identify the features of self-education as a purposeful independent human activities in choosing topics, time and means of work to obtain knowledge and substantiate the optimal methods of organizing self-education. Study of the problem of self-education and self-educational competence within the system of professional training is an important area of research at present. These are primarily the works of Korneshchuk & Kolodiichuk (2019), Torkos & Egerau (2020), which revealed the need for self-educational activities taking into account the specifics of professional activities, requirements and trends of lifelong learning, as well as research on the formation peculiarities of self-educational competence in the representatives of specific professions (Barko et al., 2020b; Bukhlova, 2003; Kotyk et al., 2021; Raven, 2002).

However, as it has already been mentioned, today we do not have a comprehensive research on the formation of self-educational competence of cadets i. e. future law enforcement officers in the process of their training in a higher educational institution with specific training environment.

The aim of the research is to investigate the current level of the cadets' self-educational competence formedness in the process of their training in a higher educational institution with specific training environment.

2. Methodology

The research involved 167 fourth (graduate) year cadets of the National Academy of Internal Affairs (Kyiv, Ukraine), who studied at the faculty training officers for police units of preventive activities in the specialty of "Law Enforcement Activities". 10 experts (heads of departments, professors, associate professors, senior lectures, lectures of the National Academy of Internal Affairs) were involved to assess the results of the research concerning the formation of self-educational competence of the cadets. The Kendell concordance coefficient was calculated to check the consistency of the candidates for experts. In our research, the value of the concordance coefficient of $W = 0.81$ was significant, which confirmed the consistency of a group of 10 experts. The research was conducted in 2020-2021.

Research methods: theoretical analysis and generalization of scientific and methodological literature, documents and results of educational activities, observations, questionnaires, method of expert assessment, methods of mathematical statistics.

The level of formedness of self-educational competence in the cadets was assessed according to four components such as motivational-personal, cognitive-informational, operational-activity and reflexive-volitional. Assessment of the level of formedness of self-educational competence of the cadets for each of the proposed components was carried out using 4 author's questionnaires (for each component separately). In addition, the independent fifth questionnaire was worked out to assess the relevant personal characteristics (indicators) of undergraduate cadets. The developed questionnaires took into account the peculiarities of training specialists in higher educational institutions with specific learning environment, as well as the conditions and factors of future professional activities of this category of law enforcement officers. The questionnaires were developed taking into account all the necessary requirements for sociological research, as well as paying due regard to the scientific achievements of scientists on this issue (Ball, 2014; Bukhlova, 2003; Drach, 2013; Raven, 2002; Yevdokimova, 2021; Yermakov, 2012). The questionnaires were assessed by the experts the National Academy of Internal Affairs in this field (2 professors and 3 associate professors) and was approved by the Academic Council of the National Academy of Internal Affairs.

The questionnaire to determine the formedness of the motivational-personal component of self-education competence of future officers

included 7 questions that allowed to explore the following indicators: importance of self-educational competence in personal and professional life; required skills to quickly find, compare and organize information; necessary skills to distinguish the main thing, to make generalizations in different situations of professional activities; necessary skills to quickly find the necessary solution; desire to learn more about their profession than it is provided within the walls of the educational institution; self-educational skills and abilities will not affect their professional development; there is no connection between self-educational competence and future profession.

The questionnaire to determine the formedness of the cognitive-informational component included 3 questions and allowed to establish the following characteristics: understanding the concept of "self-educational competence"; knowledge of the basics of self-educational activities organization; knowledge of focal areas to improve self-educational skills and abilities.

The questionnaire to determine the formedness of the operational-activity component included 7 questions and allowed to explore the following indicators: ability to highlight substantial information of the text and the most important guidelines; understanding the importance and problematicity (ability to see contradictions and problems); self-sufficiency, the ability to set and solve cognitive problems; ability to process and select information (systematize, classify, establish cause-and-effect relationships, argue); ability to identify and assimilate specific content; ability to prove and defend one's own statements; ability to record and present the necessary information.

The questionnaire to determine the formedness of the reflexive-volitional component contained 9 questions and allowed to investigate the following indicators: ability to work with sources of information; ability to navigate the material, determine its logical sequence, summarize the most important information; ability to independently perform active search for information in various sources and use it to solve necessary problems; ability to characterize their actions and decisions in order to increase the formedness of self-educational competence; ability to thoroughly and reasonably reveal the essence of methods, techniques and technologies of self-educational activities; understanding the peculiarities of independent work; ability to determine the tools of self-educational activities; possession of knowledge on the tools of self-educational activities; ability to record the necessary educational information.

The questionnaire for assessing the personal characteristics of cadets allowed to determine the presence and dominance of the main personality

traits of the cadet (from among the proposed 30 personal characteristics) which are necessary for effective self-educational activities. The following personal characteristics of the undergraduate cadets were selected as the main ones: dedication (to study); observation; sense of duty and responsibility; curiosity; self-criticism; courage, determination; self-sufficiency; trust, justice; self-confidence; industry; perseverance, ability to overcome difficulties; honesty, decency, modesty; openness; emotionality; goodwill; initiativity; self-discipline; sensitivity, ability to empathize; tolerance; criticality; creativity; originality; propensity to risk; interest in people; independence; sociability; frankness, sincerity; purposefulness; ability of long mental and physical loadings; organized nature, diligence.

Self-educational competence in the cadets can be manifested at low, medium and high levels depending on its formedness. These levels were determined based on the assessment of the indicator of the degree of cadets' self-education competence formedness, where high level denotes that the indicator is formed, clearly and often expressed; medium – the indicator is noticeably pronounced, but is not constantly detected; low – the indicator is expressed to a limited extent, in some situations. When answering the questions of each questionnaire, the cadets had to choose one of the proposed answers according to the 3-point system, where 3 points mean that the phenomenon is the most important or it is used often or the quality is always manifested; 2 points – in most cases; 1 point – the phenomenon is unimportant or infrequently used or rarely manifested. Taken as a whole, the general results of the questionnaires allowed to determine the level of cadets' self-education competence formedness at the stage of their professional training according to four defined components.

The cadets were interviewed by the employees of the Department of Legal Psychology of the National Academy of Internal Affairs in the morning hours in specially equipped classrooms for such sociological research, which reduced the risk of outside influences. Conditions were also provided for the voluntary participation of cadets, according to which the respondents had the possibility to elect not to participate in the survey. The survey was anonymous, which increased the reliability of the results.

The research was performed according to the requirements of the Regulations on Academic Honesty at the National Academy of Internal Affairs, which were developed on the basis of Ukrainian and world experience of ethical rulemaking. This document was approved by the Academic Council of the National Academy of Internal Affairs (Protocol No. 5 of 27.03.2018 and implemented by the order of the Rector of the Academy (Order No. 422 of 30.03.2018. According to its provisions, the

members of the scientific community are guided by the rules of ethical conduct and professional communication; respect the principles, values, norms, rules, and conditions of academic honesty in their activities. The consent to participate in the research was obtained from all subjects.

3. Results

Assessing the level of formedness of the motivational-personal component of self-educational competence of the cadets shows that most cadets understand the importance of self-educational competence for their successful training, but they do not see a connection between the effectiveness of professional activities and skills of self-educational activities. The participants of the survey can vaguely identify the most important self-educational skills and abilities; they cannot always name the main ways and focal areas of work to improve their self-educational competence. The respondents in the amount of 50.29 %, providing the answer for the question on the importance of self-educational competence in their personal and professional life, mentioned that it is necessary to better perform all professional duties, as "there are many situations that cannot be predicted in advance." Regarding the question of what are the motives for improving the formedness of self-educational competence, 54.49 % of the respondents indicated that this should be done because it is not possible to obtain all the necessary knowledge in the classroom. According to 20.35 % of the cadets, this should be done so as not to be among the "illiterate" and "lagging behind" people. Another 15.56 % of the participants in the experiment said that this is due to the requirements of the time, as the amount of information is growing very fast nowadays. According to 9.58%, this is due to the need for self-expression and self-improvement. When asked about the most important self-educational skills in the professional activities, the cadets said that they need the ability to quickly find, compare and organize information (28.49 %), the ability to distinguish the main thing, to make generalizations in different situations of professional activities (27.46 %) in order to quickly find the necessary solution (22.56 %). Only 47.30 % of the cadets said they themselves want to learn more about their profession than it is provided within the walls of the educational institution. 41.31 % of the cadets believe that self-educational skills and abilities will not affect their professional development. 35.32 % of the cadets do not see a connection between self-educational competence and their future profession. 75.48 % of the cadets consider the preparation of speeches, library-research papers and scientific reports to be the main manifestation of self-educational

competence. In general, the results of the survey showed a low level of the fourth-year cadets' awareness and understanding of the need for self-educational activities and the formation of self-educational competence (Table 1).

Table 1. The results of assessing the level of formedness of the motivational-personal component of self-educational competence of the cadets (n = 167), in %

Indicators of the motivational-personal component formedness	Level of formedness		
	High	Medium	Low
Importance of self-educational competence in personal and professional life	21.46	50.29	28.25
Required skills to quickly find, compare and organize information	28.49	34.57	36.94
Necessary skills to distinguish the main thing, to make generalizations in different situations of professional activities	27.46	32.67	39.87
Necessary skills to quickly find the necessary solution	22.56	35.78	41.66
Desire to learn more about their profession than it is provided within the walls of the educational institution	47.30	34.54	18.16
Self-educational skills and abilities will not affect their professional development	23.65	35.04	41.31 %
There is no connection between self-educational competence and future profession	31.54	33.14	35.32 %

Source: Authors' own conception

Assessment of the level of formedness of the cognitive-informational component of self-educational competence of the cadets shows that the graduate year cadets have insufficient idea of the basics of self-educational activities organisation, cannot characterize the most important areas of work in terms of the improvement of self-educational skills and abilities, the formation of self-educational competence. The cadets interpret self-educational competence quite unambiguously, linking it primarily with independent activities. It has been found that 41.31 % of the cadets identify the concept of "self-educational competence" with the ability to work independently, to acquire knowledge. The essence of self-educational competence for 42.33 % is primarily in reading the necessary literature. The respondents in the amount of 26.34 % believe that self-

educational competence means the ability to solve complex problems without outside help. The analysis of the answers shows that the cadets' knowledge of self-educational competence is mostly unsystematic and shallow; the cadets cannot always clearly describe the essence, content of self-educational competence, reveal focal areas and ways to improve the effectiveness of self-educational activities. The cadets underestimate such components of self-educational competence as the desire to engage in self-improvement, methods and techniques of self-educational activities, the development of self-educational skills and abilities. The general level of the cadets' self-educational competence formedness in the cognitive-informational component is given in Table 2.

Table 2. The results of assessing the level of formedness of the cognitive-informational component of self-educational competence of the cadets (n = 167), in %

Indicators of the cognitive-informational component formedness	Level of formedness		
	High	Medium	Low
Understanding the concept of "self-educational competence"	14.17	41.31	44.52
Knowledge of the basics of self-educational activities organization	24.09	33.58	42.33
Knowledge of focal areas to improve self-educational skills and abilities	26.34	24.63	49.03

Source: Authors' own conception

Assessment of the level of formedness of the operational-activity component of self-educational competence of the cadets shows that 38.32 % of the cadets do not know how to properly highlight the most substantial information due to lack of orientation in the material, how to make short plans or abstracts of answers. Understanding, processing, interpretation and recording of the necessary educational information cause significant difficulties in 41.91 % of the participants in the experiment. The results of this work accomplishment showed that only 20.37 % of the cadets can process information and properly systematize, classify, establish cause-and-effect relationships, argue it at a high-level. This task caused quite serious difficulties for the rest of the cadets. The results of the cadets' performance of this task are given in Table 3.

Table 3. The results of assessing the level of formedness of the operational-activity component of self-educational competence of the cadets (n = 167), in %

Indicators of the operational-activity component formedness	Level of formedness		
	High	Medium	Low
Ability to highlight substantial information of the text and the most important guidelines	22.15	40.71	37.12
Understanding the importance and problematicity (ability to see contradictions and problems)	19.16	34.73	46.10
Self-sufficiency, the ability to set and solve cognitive problems	19.76	32.33	48.50
Ability to process and select information (systematize, classify, establish cause-and-effect relationships, argue)	20.37	34.13	45.50
Ability to identify and assimilate specific content	22.15	36.52	41.31
Ability to prove and defend one's own statements	24.55	37.12	38.32
Ability to record and present the necessary information	23.35	34.73	41.91

Source: Authors' own conception

In addition, observations over the cadets' work in the process of their preparation for academic studies showed that 46.10 % of the cadets do not know how to work with sources of information. In the course of preparation for seminars, they do not always know how to identify the main information, most important positions that need to be justified. Many cadets (48.50 %) lack the proper ability to navigate the material, to determine its logical sequence, to summarize the most important ideas. Many cadets (45.50 %) have an insufficient level of ability to independently perform active search for information in various sources and use it to solve necessary problems.

Assessing the level of formedness of the reflexive-volitional component of self-educational competence of the cadets shows that it is quite difficult for the cadets to determine the purpose and objectives of self-improvement and self-education. Only 20.95 % of the cadets were able to describe their actions and decisions at a high level in order to increase the formedness of self-educational competence, to reveal its purpose and objectives. A smaller number of the cadets (15.56 %) were able to thoroughly and reasonably reveal the essence of methods, techniques and

technologies of self-educational activities, as well as the features of self-control, self-analysis and self-assessment of the results of their self-educational activities.

In turn, 30.53 % of the cadets said they had no idea what the peculiarities of independent work are, 28.74 % of the respondents do not know how to determine the tools of self-educational activities, 13.17 % admitted that they know nothing about such tools. In addition, the cadets note that not everyone knows how to work with information to better remember and reproduce it. It turned out that the participants of the survey know the general rules of organizing independent work rather superficially, do not know how to properly explain the ways of obtaining and systematizing information, organizing the study of a particular problem. It was found that the vast majority of the cadets do not try to carefully plan work in order to improve their self-educational competence, they do not know how to determine the tools, plan focal areas, course and results of their self-educational activities, they are not familiar with methods and techniques of self-educational work, self-analysis and self-control and are insufficiently able to exercise self-control and self-regulation of their self-educational activities (Table 4).

Table 4. The results of assessing the level of formedness of the reflexive-volitional component of self-educational competence of the cadets (n = 167), in %

Indicators of the reflexive-volitional component formedness	Level of formedness		
	High	Medium	Low
Ability to work with sources of information	20.85	32.45	46.70
Ability to navigate the material, determine its logical sequence, summarize the most important information	15.71	58.68	25.64
Ability to independently perform active search for information in various sources and use it to solve necessary problems	24.56	31.13	44.31
Ability to characterize their actions and decisions in order to increase the formedness of self-educational competence	20.95	23.73	55.32
Ability to thoroughly and reasonably reveal the essence of methods, techniques and technologies of self-educational activities	15.56	35.01	49.43
Understanding the peculiarities of independent work	22.62	46.85	30.53

Ability to determine the tools of self-educational activities	34.42	36.84	28.74
Possession of knowledge on the tools of self-educational activities	40.10	46.73	13.17
Ability to record the necessary educational information	56.62	38.92	4.46

Source: Authors' own conception

We used the method of expert assessment to determine the general level of self-educational competence formedness. The experts described the cadets, assessing their personal qualities necessary for self-educational activities. To do this, the experts were asked to determine 10 most important personal characteristics out of 30 offered ones (Table 5) by their ranking.

Table 5. The list of personal characteristics necessary for the cadets' effective self-educational activities

No	Personal characteristics designation	Rank
1	Dedication (to study)	8
2	Observation	7
3	Sense of duty and responsibility	19
4	Curiosity	3
5	Self-criticism	18
6	Courage, determination	20
7	Self-sufficiency	1
8	Trust, justice	24
9	Self-confidence	21
10	Industry	2
11	Perseverance, ability to overcome difficulties	6
12	Honesty, decency, modesty	30
13	Openness	9
14	Emotionality	28
15	Goodwill	15
16	Initiativity	16
17	Self-discipline	17
18	Sensitivity, ability to empathize	29
19	Tolerance	27
20	Criticality	10
21	Creativity	11
22	Originality	12
23	Propensity to risk	13
24	Interest in people	14
25	Independence	23

26	Sociability	26
27	Frankness, sincerity	25
28	Purposefulness	22
29	Ability of long mental and physical loadings	5
30	Organized nature, diligence	4

Source: Authors' own conception

Next, the experts assessed the degree of formedness of these personal characteristics in each cadet. These 10 personal characteristics of the cadets were assesses by the experts with 1, 2 or 3 points. The conclusions on the formedness of cadets' personal qualities necessary for self-educational activities were drawn after processing the results. If the sum of points was in the range of 1-10, the cadet's personal qualities necessary for self-educational activities were considered at a low level. If the cadet scored the sum of points in the range from 11 to 20, then he was characterised as one with a medium level. The number of points from 21 to 30 was the basis for considering the cadet to have a high level of personal qualities necessary for self-educational activities. In general, the level of an individual cadet's self-educational competence formedness was defined as the arithmetic mean score obtained on the basis of the analysis of the results of all these diagnostic methods.

We made a general conclusion about the level of the cadets' self-educational competence formedness on the basis of data obtained as a result of using all these methods. The results of the assessment of the state of the cadets' self-educational competence formedness are presented in Table 6.

Table 6. The results of the cadets' distribution by levels of self-educational competence formedness according to four defined components (n = 167), in%

The name of the component	Level of formedness		
	High	Medium	Low
Motivational-personal	28.14	43.11	28.74
Cognitive-informational	23.35	41.31	35.32
Operational-activity	21.55	37.12	41.31
Reflexive-volitional	20.35	24.55	55.08
Average value	23.35	36.52	40.11

Source: Authors' own conception

The data in Table 6 show that a high level of self-educational competence formedness is characteristic of only 23.35% of the cadets. The vast majority of the respondents are characterised by a medium in the

amount of 36.52 % and a low in the amount of 40.11 % level of self-education competence formedness. This can be explained by the fact that many cadets do not have systematic knowledge on the peculiarities of self-educational activities; their self-educational skills and abilities are not stable. Based on this, we can conclude that it is necessary to organize appropriate work on the formation of all components of self-educational competence in future law enforcement officers. As evidenced by observational data, it is important to provide cadets with more knowledge on the nature and peculiarities of self-educational activities, focal areas and ways of self-educational activities.

4. Limits and Discussion

The analysis of the educational process organization at the National Academy of Internal Affairs in terms of increasing cadets' self-educational competence revealed that teachers do not pay enough attention to the importance of work on the formation of all components of self-educational competence in the cadets. This indicates the need to organize special scientific and methodological training of teachers for the formation of future police officers' self-educational competence.

Generalization of the researches (Prontenko, et al., 2019; Zhukevych, et al., 2019) and conclusions of a number of scientists (Barko et al., 2020a; Ball, 2014; Kubaienko et al., 2021; Matvieieva et al., 2019; Raven, 2002); allows to make systematic descriptions of the future law enforcement officers' self-educational competence formedness.

The cadets with a *low level* of self-educational competence formedness do not always understand the need and importance of increasing the level of self-educational competence; their interest in various aspects of self-educational activities and the study of ways of self-improvement and self-education is of situational nature; important personal qualities, in particular self-sufficiency, curiosity, organized nature, diligence, perseverance, etc. are rarely manifested; the cadets seldom show activity to self-education, almost are not focused on constant self-improvement, self-development, do not always try to develop those qualities which promote effective self-educational activities. Knowledge of the peculiarities of self-educational activities, principles and methods of self-education, methods of independent acquisition and recording of information, modelling of various components of independent educational activities in such cadets are unsystematic. The cadets are not always able to perform the mental operations necessary for processing information (analysis, synthesis,

comparison, generalization, systematization, fact-finding, argumentation), to creatively solve complex problems. In many cases, such cadets do not show self-sufficiency, do not always know how to independently determine and perform learning and self-educational tasks, see the contradictions of reality, identify and solve problems. They do not always manage to navigate the information flows, in particular to select, process, store and productively use information. It is quite difficult for such cadets to develop and implement self-educational programs, to independently determine and solve self-educational tasks. The cadets do not always manage to analyse the experience of self-educational activities and their own experience of cognitive activities, as well as the experience of peers. Their assessment of the results of personal cognitive and self-educational activities is often inadequate. The cadets allow emotional instability in extreme situations, often are not ready for active self-development and professional self-improvement. The level of their self-educational activities organization and self-regulation is insufficient; it is very difficult for them to independently determine the tasks and predict the results of self-educational activities.

The cadets with a *medium level* of self-educational competence formedness in most cases understand the need and importance of increasing the level of self-educational competence; they often show interest in various aspects of self-educational activities and the study of ways of self-improvement and self-education; they have properly developed important personal qualities, including self-sufficiency, curiosity, organized nature, diligence, perseverance, etc.; the cadets are often active in self-education, in most cases aimed at continuous self-improvement, self-development, trying to develop those qualities that contribute to effective self-educational activities. Knowledge of the peculiarities of self-educational activities, principles and methods of self-education, methods of independent acquisition and recording of information, modelling of various components of independent educational activities in such cadets are quite thorough, but not always systematic. The cadets in most cases are able to perform the mental operations necessary for processing information (analysis, synthesis, comparison, generalization, systematization, fact-finding, argumentation), to creatively solve complex problems. Such cadets are quite self-sufficient, in most cases they can independently determine and perform learning and self-educational tasks, see the contradictions of reality, identify and solve problems. In most cases, they manage to navigate the information flows, in particular to select, process, store and productively use information. Such cadets can develop and implement self-educational programs, to independently determine and solve self-educational tasks, although they

make many mistakes. The cadets can often properly analyse the experience of self-educational activities and their own experience of cognitive activities, as well as the experience of peers. Their assessment of the results of personal cognitive and self-educational activities is adequate in most cases. The cadets are pre-eminently notable for emotional stability in extreme situations, are ready for active self-development and professional self-improvement. The level of their self-educational activities organization and self-regulation is appropriate; they can in most cases independently determine the tasks and predict the results of self-educational activities.

The cadets with a *high level* of self-educational competence formedness clearly understand the need and importance of increasing the level of self-educational competence; they always show interest in various aspects of self-educational activities and the study of ways of self-improvement and self-education; they have highly developed important personal qualities, including self-sufficiency, curiosity, organized nature, diligence, perseverance, etc.; the cadets are always active in self-education, they are aimed at continuous self-improvement, self-development, always trying to develop those qualities that contribute to effective self-educational activities. Knowledge of the peculiarities of self-educational activities, principles and methods of self-education, methods of independent acquisition and recording of information, modelling of various components of independent educational activities in such cadets are thorough and deep with a systemic nature. The cadets are capable of performing the mental operations necessary for processing information (analysis, synthesis, comparison, generalization, systematization, fact-finding, argumentation) at a high level solving complex problems creatively. Such cadets are self-sufficient, they can independently determine and perform learning and self-educational tasks, see the contradictions of reality, identify and solve problems, navigate the information flows, in particular select, process, store and productively use information. The cadets are able to effectively develop and implement self-educational programs, to independently determine and solve self-educational tasks. The cadets can often deeply analyse the experience of self-educational activities and their own experience of cognitive activities, as well as the experience of peers. Their assessment of the results of personal cognitive and self-educational activities is appropriate and adequate. The cadets are always emotionally stable in extreme situations, are ready for active self-development and professional self-improvement. The level of their self-educational activities organization and self-regulation is quite high; they can independently determine the tasks and predict the results of self-educational activities.

Thus, the presented system of diagnostics of the level of self-educational competence formedness in the cadets i. e. future police officers in the process of their training is simple and flexible for application in practice, it allows to evaluate all its components by quantitative and qualitative indicators. The developed system of diagnostics makes it possible to determine the level of self-educational competence formedness in future officers, to objectively assess the effectiveness of work on the research tasks. The results confirm the findings of many scientists (Bjerregaard, & Lord, 2004; Bondarenko et al., 2020; Drach, 2013; Fuchs, 2022; Kotyk et al., 2021; Miroshnichenko, et al., 2019; Prontenko, et al., 2020; Prysiazhniuk, et al., 2019; Rohotchenko et al., 2021; Tsiuniak, et al., 2020), supplement and expand them.

5. Conclusions

The results of the research ascertained that self-educational competence of the cadets i. e. future police officers is an integral part of professional competence and at the same time an indicator of the success of their professional and personal development. Self-educational competence of a modern law enforcement officer is an integrative professionally important property, which includes emotional and value attitude to self-education and self-educational activities, system of knowledge on its planning, methods and tools, subjective and personal experience of productive solution of personal and professional development problems, readiness for continuous self-development and self-improvement in the field of future profession. The goals and features of cadets' future professional activities determine the content of their self-educational competence.

It is established that the majority of the studied indicators of the cadets in terms of motivational-personal, cognitive-informational, operational-activity and reflexive-volitional components are at a low level presently. The cadets do not always understand the importance of self-educational competence for the effective performance of their professional tasks. It was found that the cadets are not sufficiently familiar with the essence and specifics of self-educational activities, the main ways to improve self-educational knowledge, skills and abilities, the formation of self-educational competence. The study of the practice of professional training revealed that insufficient work is being done in higher educational institutions to form self-educational competence in cadets. It was found that the high level of self-educational competence is characteristic only for

23.35 % of the cadets. The vast majority of the cadets have medium (36.52 %) and low (40.11 %) levels of self-educational competence.

This indicates the need to substantiate and implement pedagogical conditions for the formation of self-educational competence of the cadets i. e. future law enforcement officers in the process of their training in higher educational institutions with specific training environment, as an important prerequisite for effective performance of their professional tasks.

Authors' contributions

Ivan Okhrimenko and Roman Perkatyi were involved in study concept and experimental design. Hanna Topchii and Yulia Andrusyshyn were involved in data collection and analysis of the results, Ivan Okhrimenko and Anna Ponomarenko were involved in writing the paper. Roman Perkatyi, Hanna Topchii and Yulia Andrusyshyn were involved in statistical analysis and data interpretation. All authors were involved in critical review and final approval of the article.

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Conflict of Interest

The authors declare that there are no conflicts of interest.

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