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Andrii Tanko*

PhD in Law, Associate Professor
H.S. Skovoroda Kharkiv National Pedagogical University
61002, 29 Alchevskykh Str., Kharkiv, Ukraine
<https://orcid.org/0000-0001-8425-2202>

Pedagogy of partnership as the basis for humanising professional education for law enforcement officers

Abstract. This article examined the problem of humanising professional education for law enforcement officers in the context of social transformations and building a democratic state. The aim of the study was to comprehensively examine the pedagogy of partnership as a humanistic basis for the professional training and practical activities of police officers, as well as to clarify the peculiarities of understanding and perception of partnership interaction between law enforcement officers and the community. The methodological basis consisted of theoretical methods (analysis, synthesis, comparison, generalisation, classification) and empirical methods – questionnaires for employees of various police departments (patrol, prevention, duty units, district officers). The study showed that most of the police officers surveyed have a positive attitude towards the idea of partnership with the community and recognise its importance for increasing public trust. At the same time, barriers to the implementation of such cooperation were identified: insufficient awareness of modern humanistic models of cooperation; limited experience in applying partnership practices in everyday service; lack of measures to promote the consolidation of cooperation skills; and the presence of an authoritarian style of communication. The survey data showed varying levels of readiness among employees for humanistic interaction: some respondents demonstrated a high level of awareness of the values of partnership, while others needed additional training and clarification on practical tools for cooperation with the community. The results obtained made it possible to form a comprehensive picture of the real state of perception of humanistic principles in the police environment and to identify areas for improvement in training. The study emphasised the need to combine legal competencies with humanistic ones – the ability to engage in dialogue, empathy and partnership, which are the basis for effective interaction between the police and the community in a democratic society. The practical significance of the study lies in the possibility of using the results obtained to improve professional training programmes and upgrade the qualifications of law enforcement officers with a view to developing partnership-based, humanistic-oriented interaction with the public

Keywords: law enforcement officers; partnership-based interaction; humanistic principles; legal competencies; professional training; socio-psychological skills

INTRODUCTION

The humanisation of professional education is a leading priority in modern specialist training, driven by transformational processes in Ukrainian society and the transition to a service-oriented model of public administration. The focus on respect for human rights and freedoms places new

demands on law enforcement agencies and necessitates a paradigm shift in police training. This requires updating management approaches, educational content and the professional outlook of employees. One such approach is partnership pedagogy, which is based on mutual respect,

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*Corresponding author (tetianatanko@gmail.com)



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trust and subject-subject interaction. It promotes the transition from an authoritarian model of education to a dialogical one and ensures the formation of competencies and value orientations necessary for the humane activities of law enforcement officers.

The relevance of the issue raised is confirmed by significant scientific interest, which is reflected in fundamental research, dissertations and publications. Thus, in the monograph by A.V. Sakun *et al.* (2020), devoted to a thorough theoretical consideration of the phenomena of humanisation and humanisation of education, the authors analysed the strategic foundations of the modernisation of the educational space and explored the historical genesis of these processes. They paid particular attention to the sociocultural phenomenon of the unity of education and science in the context of humanisation. O.V. Ursol (2021) defined the essence of the humanisation of the pedagogical process in higher education institutions, revealed the meaning and structural components of the humanisation of the educational space, and emphasised the expediency of transitioning to a socio-cultural educational system and the importance of introducing humanistic principles into the pedagogical process of higher education institutions. The author studied ways of implementing humanistic principles in the educational process with the aim of training specialists at a new level who will combine professional and humanitarian training.

In the study by H.O. Usatenko (2024), the formation and development of humanistic ideas in the countries of the European space and in Ukraine were analysed from a historical perspective, various practices were presented, and the peculiarities of implementing humanistic principles in the education system were identified. Particular attention was paid to the period of the 20th and 21st centuries, and the challenges of implementing a humanistic position in the education system were identified. O. Horishna (2025) emphasised that the trends and key features of the humanistic paradigm of education, in particular human-centredness, subject-subject interaction and the orientation of the individual towards humanistic values, directly influence the content and quality of the modern educational space. On this basis, the researcher outlined the main advantages of developing a humanistic approach, as well as the challenges accompanying its implementation. Pedagogy of partnership has been identified as an effective tool for humanistic education in numerous studies. Thus, T.L. Kovbasyuk (2023) emphasised that partnership interaction is an effective factor in creating a democratic educational environment and actively involving all participants in the educational process. Based on an analysis of contemporary challenges and trends in education, the author defines the conditions and principles for the effective implementation of partnership pedagogy. Having considered cultural, social, technological and financial barriers, the researcher proposed scientifically sound ways to overcome them and emphasised the need for systematic support for the successful implementation of the partnership approach.

The study by V. Radkevych (2023) demonstrated an examination of the partnership model of interaction in vocational education in European countries. Studying the problem of public-private partnerships in vocational education, the author identified effective communication between participants for the exchange of experience and shared use of resources as one of the important conditions for the functioning of such partnerships. An approach based on the principles of transparency, accountability and efficiency combines the resources of different education sectors to solve specific problems in vocational education, improves its quality and, importantly, contributes to the growth of each country's national competitiveness.

Contemporary research by European scholars emphasises the significance of the humanistic and partnership paradigm in education and professional training. Within higher education, the concept of "students-as-partners" demonstrates the effectiveness of cooperation between lecturers and students as equal participants in the educational process, which transforms the academic environment (Mercer-Mapstone & Abbot, 2020). Such an approach is relevant in various spheres of human activity. Humanistic education, as noted by L. Chen *et al.* (2023), aims to develop empathy, moral sensitivity and ethical competencies that are necessary in modern society. A similar approach is implemented in community-based research practices, where partnership pedagogy proves its effectiveness in establishing interaction between educational institutions and communities (Engel-Hills *et al.*, 2023). In the context of law enforcement training, these principles resonate with the contemporary model of community policing, which emphasises building trust and partnerships between the police and the community (U.S. Department of Justice, 2023). Thus, humanistic education and partnership pedagogy form the value basis for the development of models of socially oriented interaction in various spheres.

A separate layer of research concerns the training of law enforcement specialists and models of partnership between the police and the community. Thus, in an article by V.O. Anishchenko (2021) devoted to the problem of improving the professional training of future law enforcement officers, a model of professional competence for specialists in this field has been constructed through the prism of the latest approaches. The article analysed the features of professional training determined by the specifics of future activities and regulatory requirements, and proposes the introduction of cooperation between teachers and students as an effective method of improving professional training.

Despite significant scientific achievements, the issue of forming a modern humanistic-oriented model of professional education for law enforcement officers remains relevant and requires research and systematic review. In this regard, the aim of the article was to conduct a comprehensive study of the pedagogy of partnership as a humanistic basis for the professional training and practical activities of law enforcement officers, to clarify the peculiarities of understanding, perception and attitude of employees of

the National Police of Ukraine to partnership interaction with the community based on the analysis of the results of a questionnaire. In accordance with the stated aim, the following objectives were set: to substantiate the importance of partnership pedagogy in the formation of professional and humanistic values of law enforcement officers based on the analysis of scientific approaches to partnership pedagogy as a component of the humanisation of their professional education; to investigate the initial level of understanding of the essence of partnership pedagogy by employees of the National Police of Ukraine and their attitude towards partnership with the community and, based on these data, to identify the key difficulties that complicate the implementation of the partnership model in the practice of Ukrainian law enforcement agencies; to propose a set of educational measures aimed at forming and deepening partnership interaction between law enforcement officers and the community.

MATERIALS AND METHODS

To achieve the research objective, complementary theoretical and empirical methods were comprehensively applied. Theoretical methods – analysis of scientific and pedagogical sources, synthesis, comparison, classification and generalisation – formed the basis for a systematic analysis of the problem. These methods made it possible to reveal the essence and content of partnership pedagogy, systematise the principles of the partnership approach (dialogue, trust, subjectivity, interaction) and form a conceptual vision of partnership interaction in the police profession. For an objective analysis of the level of awareness among police officers of the essence of humanistic interaction, its place in professional activity and the readiness of law enforcement officers to cooperate with the public, an online questionnaire survey of employees of the National Police of Ukraine was conducted between July and September 2025. The survey involved 137 employees of police agencies and units of the National Police of Ukraine in the Sumy and Kharkiv regions, including patrol police officers, prevention officers, duty officers, and district officers. The age of the respondents ranged from 26-35 years (45%), 36-45 (37%) and 46+ (18%). The percentage of respondents with higher education, incomplete higher education and secondary specialised education was 71%, 21% and 8%, respectively. The study ensured compliance with the basic ethical principles set out in The Declaration of Helsinki (1964), in particular voluntary participation, informed consent, confidentiality, and respect for the dignity, rights and freedoms of each respondent. The anonymous format of the survey ensured the sincerity of the respondents' answers. The survey was conducted online using Google Forms and was titled "Study of the attitude of National Police employees towards humanistic interaction with the public". The results were processed using quantitative and qualitative methods – by counting the frequency of responses, percentage distribution and content analysis of responses, with multiple responses

allowed. The participants in the study were asked to answer the following questions:

- What personal qualities do you think are most important for a modern police officer?
- Do you consider humanistic interaction to be an important component of a police officer's professional competence?
- What forms of interaction with the public do you use most often in your official activities?
- What factors, in your opinion, hinder humanistic interaction between the police and the public?
- Are there any measures in place to develop humanistic interaction, in particular with regard to interaction with the public?
- How would you assess your own readiness for humanistic interaction aimed at professional self-improvement?
- Do you apply the principles of humanistic interaction (respect, trust, dialogue, etc.) in your work, and how often?
- What motivates you most to cooperate with the public?
- What skills do you think are most necessary for effective police work with the public?
- What forms of training do you consider most effective for the development of humanistic interaction?
- What can contribute to improving humanistic interaction between the police and the public (transparency, improving communication culture, raising the level of education, etc.)?
- In your opinion, what personal or professional qualities are most lacking in modern police officers?

In order to deepen understanding of the ideas of partnership pedagogy and to foster a positive attitude towards partnership interaction with the public among representatives of prevention units whose activities are directly related to constant interaction with the population, a set of targeted educational and practical measures was developed. These activities were implemented in the form of training sessions and practical sessions at the territorial police departments of the Sumy and Kharkiv regions, in which 37 employees of the prevention departments took part. The content of the sessions included interactive mini-lectures, situational exercises, group discussions and modelling of professional situations aimed at developing a culture of communication, partnership skills, empathy, tolerance and constructive dialogue with the public. The methodological basis for the activities was provided by the principles of community policing, partnership pedagogy and modern approaches to the social and emotional development of adults. A comprehensive combination of theoretical and empirical methods made it possible to obtain an objective picture of the state of police officers' awareness of the latest trends in humanistic interaction and to identify internal contradictions between the value orientations of law enforcement officers and the practical problems of interaction with the community. This combination ensured

the scientific reliability of the results and their practical significance.

RESULTS

The results of the survey conducted as part of this study, shown in Figure 1, showed that respondents consider responsibility (82%) and professional competence (76%) to be the most important personal qualities of a modern police officer. This indicates that police officers consider basic

professional standards to be key in their work. High scores were also given to politeness, humanity and openness to dialogue (63%, 58% and 54% respectively), indicating a gradual shift towards a service-oriented model of policing focused on people's needs. The presence of characteristics such as communication and behaviour culture, which received slightly lower scores, highlights police officers' expectations regarding the improvement of their own social competence.

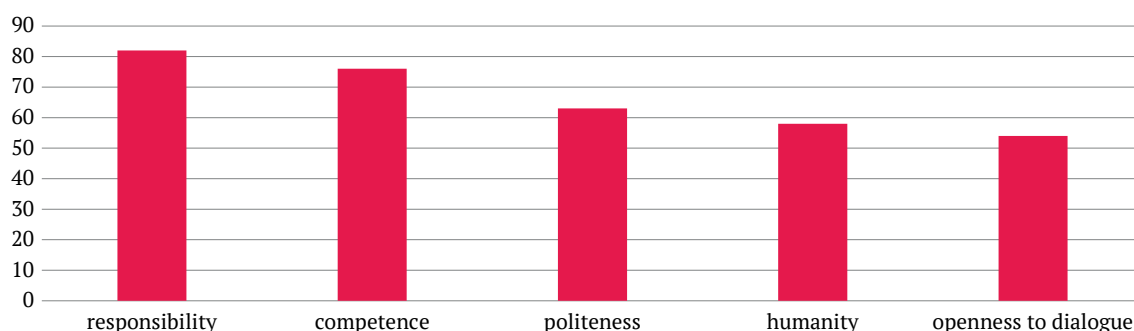


Figure 1. Results of ranking personal qualities of modern police officers, %

Source: developed by the authors

The clarification of the view on the question “Is humanistic interaction an important component of professional competence?” revealed the following attitude among respondents: the overwhelming majority of those surveyed recognise humanistic interaction as necessary for professional activity (67%). This forms a general trend of understanding that police work can no longer be based solely on force or administrative functions; instead, it requires partnership and mutual respect. A small proportion of those who do not consider it important or only partially important (33%) indicates the existence of a certain con-

servative core that needs additional training or a rethinking of the role of the police.

The survey results shown in Figure 2 indicate that the most common forms of interaction between law enforcement officers and the public are preventive measures and conversations (44% and 52%, respectively), which indicates the priority of preventive work, a central element of modern community policing. Social initiatives and volunteering are used less frequently, which may indicate excessive workloads. The category “other”, chosen by 12% of respondents, characterises isolated or situational forms of cooperation.

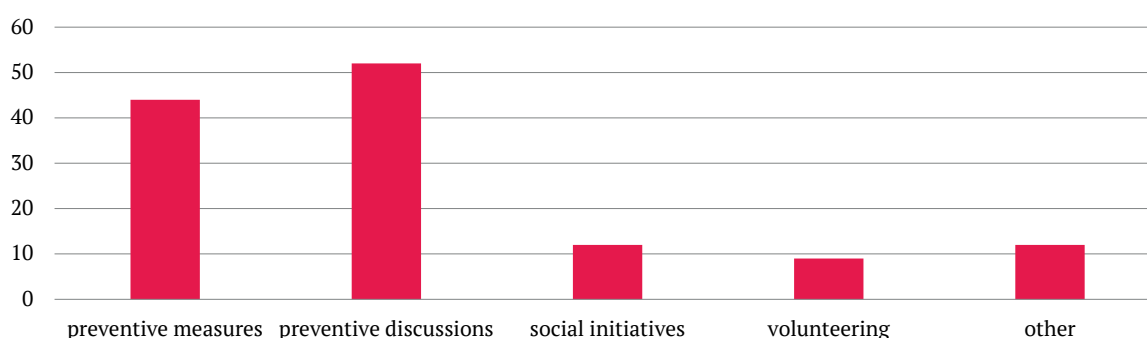


Figure 2. Most common forms of interaction between law enforcement officers and the public, %

Source: developed by the authors

The main obstacle to effective cooperation by police officers was identified as public mistrust: 68% of respondents gave this answer (Fig. 3). This indicates a possible social distance between the police and citizens. Other options included a lack of communication skills and bureaucracy, excessive workload and difficult working conditions.

A significant proportion of respondents (25%) said that they do not receive or only occasionally (53%) receive training for professional self-improvement. In other words, measures to help consolidate cooperation skills are rare and unsystematic. This gap needs to be addressed in the professional development system for law enforcement officers.

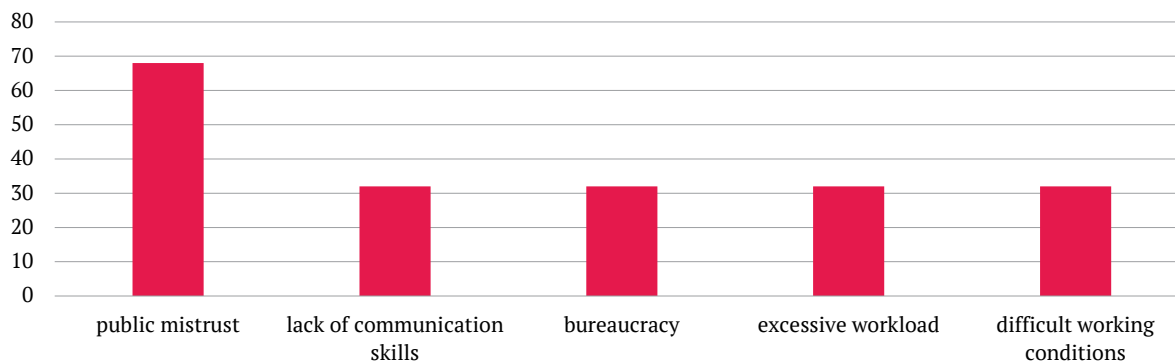


Figure 3. Barriers to the implementation of effective interaction by police officers, %

Source: developed by the authors

It is noteworthy that most respondents rated their readiness to interact with the public as high or medium (46% and 44%), which indicates internal motivation and awareness of the importance of interaction with the community. In support of this statement, it was found that most employees responded that they often apply the principles of interaction with citizens in the form of friendliness and empathy in their work. A small percentage of those who rate their readiness as low (10%) indicate a need for additional training programmes and individual support. At the same time, the main motives for cooperation are crime prevention (62%), while 33% of respondents chose personal development. Among the most important skills needed by police officers to work with the community, respondents chose

communication and conflict management, as these are the skills that enable police officers to interact effectively in complex or tense situations. However, skills such as empathy and ethics scored slightly lower (37% and 32%), which needs to be addressed in professional training programmes.

Responses to questions about readiness for partnership (Fig. 4) indicate significant internal potential among respondents, but systematic support is needed to realise it. In this regard, respondents ranked training and situational exercises first, confirming the importance of practice-oriented learning. International programmes received lower ratings due to complexity of access and logistical constraints (22%). In other words, employees prefer forms of training that allow to practise their skills directly (78%).

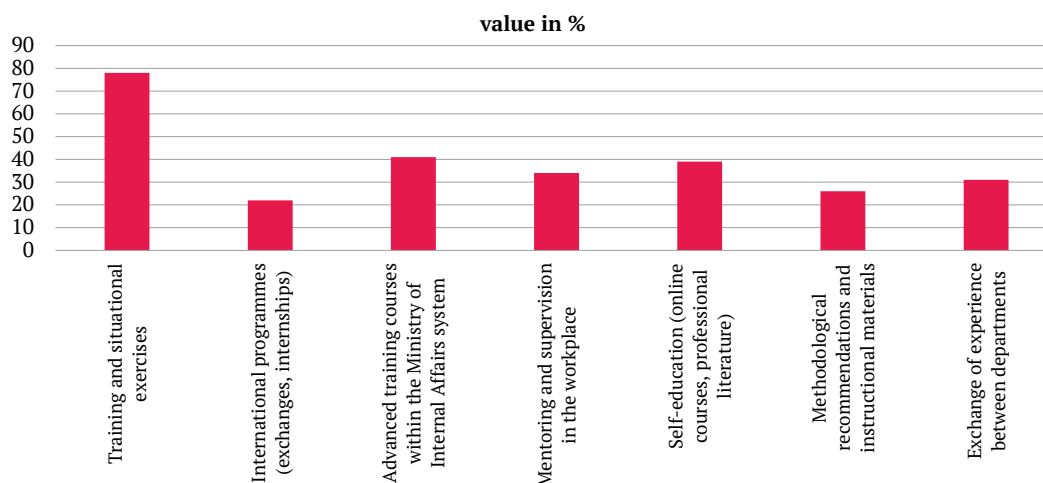


Figure 4. Forms of support or training that police officers consider most effective for developing readiness for partnership with the public

Source: developed by the authors

Respondents consider improving communication culture to be the key area for improving interaction with the public, with 72% of respondents giving it priority (Fig. 5). Transparency and openness in police activities are also of great importance, as they build public trust (61% and 53%, respectively). Respondents recognise the need for humanistic education and training of personnel, as well as

for improving the legal framework. As can be seen, accessibility of communication and transparency of work are identified by respondents as the main indicators of interaction. This means that citizens should be able to interact with the police without barriers, and the activities of law enforcement officers should be understandable and open. Preventive measures are important but are perceived as

a secondary indicator. Responses to questions about the qualities most lacking in modern police officers showed a preference for characteristics such as stress resistance

and the ability to explain, while tolerance and the ability to listen ranked low in respondents' answers, which requires separate attention.

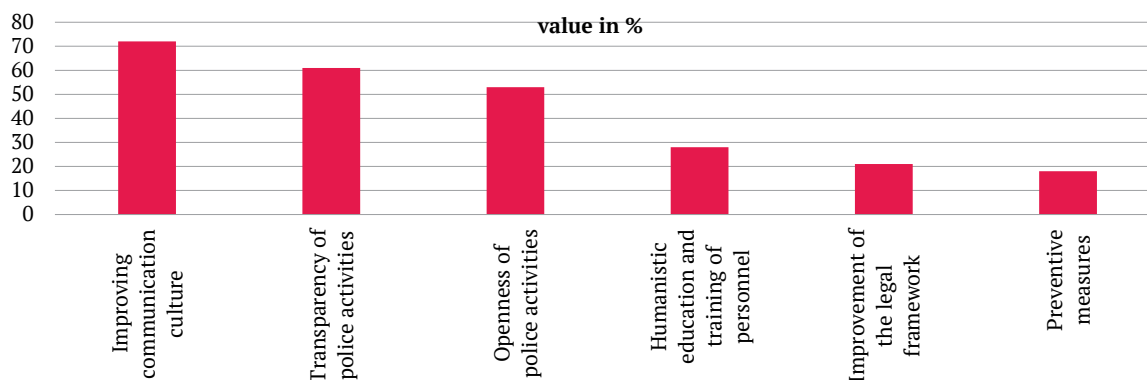


Figure 5. Priority areas for improving police-public relations

Source: developed by the authors

The survey results show that employees of the National Police of Ukraine generally demonstrate a fairly high level of awareness of the essence of partnership-based, humanistic interaction and recognise it as an integral part of the modern model of law enforcement. For most respondents, partnership with the community is not a formality, but a real component of daily work based on dialogue, respect, openness and prevention of offences. Police officers clearly understand that the effectiveness of their work depends largely on the level of public trust, and that trust, in turn, is built through transparency, accessibility, courtesy and a professional culture of communication. The vast majority of respondents recognise that humanistic principles, such as respect for human dignity, the ability to listen and the ability to engage in dialogue, are just as important as professional competence. At the same time, the respondents' answers reveal certain difficulties and challenges. First and foremost, these are insufficient communication skills, bureaucratic restrictions, and low levels of trust on the part of certain population groups. Police officers recognise the need for systematic training and the development of empathy, conflict management, stress resistance, and cultural competence skills. This indicates a realistic and self-critical attitude of employees towards their professional role.

Overall, the results of the survey show that the police have the potential for partnership-based interaction with the public, but this potential has not yet been fully realised. Police officers recognise the importance of the partnership model, acknowledge its advantages and declare their readiness for greater openness and cooperation with the community. At the same time, the effective realisation of this potential requires systematic support, in particular through regular training events, institutionally established mechanisms for interaction, the reduction of bureaucratic barriers and the development of transparent professional communication. After a series of activities, there were noticeable changes in the views and professional attitudes of

prevention unit staff towards partnership-based interaction with the public. During the course of the work, there was an increase in attention to the ideas of partnership pedagogy, as well as a deeper understanding of its role in modern law enforcement. During the training activities, there was also an increase in attention to understanding the importance of communication culture and humanistic qualities such as listening skills, empathy, tolerance and willingness to consider the position of others. The results confirm the need to introduce partnership pedagogy into the system of professional training and advanced training of law enforcement officers and demonstrate the feasibility of further developing such educational practices in the context of humanising law enforcement activities.

DISCUSSION

The results of a survey of employees of the National Police of Ukraine confirm the existence of a demand for a partnership-based, humanistic model of law enforcement based on a culture of communication, openness and transparency in interactions with the public. At the same time, the data recorded indicate a contradiction between the declared readiness for such interaction and the institutional conditions of professional training, which largely retain the features of a command-administrative and hierarchical model. This can be explained by the fact that the traditional system of training law enforcement specialists is still based on the principles of unquestioning subordination, strict discipline and a command-and-control model, which does not meet the requirements of a democratic state. The result of such a training system is that law enforcement officers are not sufficiently focused on the needs of society and the population has a low level of trust in the police.

In a context where Ukraine is seeking to integrate into the European community, which is based on the principles of the rule of law and respect for human rights, the professional training of law enforcement officers must

become humanistically oriented. It should be noted that the humanisation of law enforcement is not simply a change in external forms or an update of existing approaches, but a profound transformation of the fundamental principles of the entire system. Unlike humanisation in other areas, it has its own unique and important features and should permeate all aspects of the professional behaviour of specialists, as it is an indicator of the transition from an authoritarian model to a model of service and legal partnership between the state and society. The results of the study show that areas such as humanistic education and systematic updating of the regulatory and legal framework, although recognised as necessary, remain secondary for a significant proportion of respondents. This is consistent with the conclusions of researchers who point out that in the context of the dominance of the traditional disciplinary paradigm, humanistic values are often perceived as an additional rather than a basic component of the professional training of law enforcement officers.

At the same time, the priority given to factors such as improving communication skills, developing communication skills and practice-oriented training, which were identified by the majority of respondents, is consistent with the findings of recent studies in the field of community policing and service-oriented policing. Similar conclusions can be found in the works of Ukrainian and international scholars, who emphasise that the effectiveness of law enforcement in democratic states directly depends on the level of public trust, which is formed not through administrative control, but through dialogue, respect for human dignity and partnership. These principles are interrelated and together form a new paradigm of law enforcement that meets the demands of a democratic and legal society. Researchers K.V. Hromovenko & Ya.O. Titska (2021) emphasised that since law enforcement agencies constitute the “core” that ensures the realisation of constitutional human rights and freedoms, the modernisation of these bodies is impossible without rethinking their interaction with communities and moving away from outdated models of relations with the population. The authors emphasised that building lasting trust among the population is only possible through humane and sensitive interaction. Thus, according to T.A. Pluhatar *et al.* (2024), humanism should be the foundation of all the work of the National Police of Ukraine, as it directs the activities of law enforcement officers towards the real protection of human rights and freedoms, as enshrined in Article 3 of the Constitution of Ukraine (1996).

T. Slippenko (2022), based on an analysis of the experience of European countries, studied a model of law enforcement based on partnership between the police and the community and considered the possibilities of its application in Ukraine. O.M. Voluyko (2020) analysed Community Policing strategies – interaction between the police and the population. The author concluded that the model of interaction has its own philosophy and certain organisational principles and reveals the philosophical and semantic foundations of such interaction. V.V. Bondar (2024),

addressing the issue of establishing cooperation between the National Police of Ukraine and the population in conditions of martial law, noted the duality of this process: for law enforcement officials, it provides an opportunity to identify and analyse shortcomings in their work in order to prevent problems in their professional activities in the future; for the public, it will contribute to raising the level of awareness and legal literacy, which will encourage the population to cooperate, resulting in the prevention of some offences.

In the context of research on police-community partnerships, it is worth mentioning the academic work of A. Da Costa (2024), which analysed how representatives of different groups – police officers, teachers, school administrators, students and the media – shape the discourse of “building relationships” between the police and young people, using it as a key framework for defining the role and significance of school resource officers in Canada. The author demonstrated that it is through the rhetoric of partnership, trust and support that a positive image of the police officer is created in the school community and the social value of the presence of law enforcement officers in educational institutions is defined. At the same time, the work points out the hidden problems that may arise in this issue. The works studied are relevant in the context of this research, since the format of cooperation between the police and the population is also a model of partnership based on trust, mutual respect, dialogue and cooperation. A critical analysis of existing models of interaction allows for a deeper understanding of approaches to law enforcement training focused on humanistic values and effective cooperation with the community.

A key element of the humanistic model of professional education is the pedagogy of partnership, based on the principles of mutual respect, trust, cooperation and shared responsibility. In her scientific work L.V. Tkachuk (2021), devoted to the study of the historical development of partnership pedagogy, the author concludes that such pedagogy arose as a response to the socio-economic and educational needs of society – to prepare successful citizens. After all, the main goal of such pedagogy is to promote the comprehensive development of a person through equal interaction and dialogue between all participants in the educational process. This creates favourable conditions for the development of critical thinking, empathy and responsibility, which are crucial for the effective and ethical performance of professional duties. It can be argued that partnership pedagogy is the fundamental basis for organising the educational process in any educational institution that meets the modern requirements of a democratic society.

As noted in this regard by T. Motuz *et al.* (2024), professionalism in partnership pedagogy is today an indispensable condition for the existence and development of the educational system. Such competence is the foundation on which trust and mutual understanding are built, allowing all participants in the educational process – from teachers and students to administrators and parents – to work as a

single, well-coordinated mechanism. It goes beyond simple knowledge, encompassing skills of dialogue, empathy, cooperation and conflict resolution, which are key to creating a truly humanistic educational environment. Only through the development of this competence is it possible to ensure the sustainable development and adaptation of the educational system to the challenges of contemporary society. At the same time, as noted by T.L. Kovbasyuk (2023), the implementation of partnership pedagogy requires not only theoretical understanding, but also a deep willingness of all participants in the educational process to interact and adhere to the principles of partnership. The willingness of teachers, students and administrators to cooperate is the basis of this approach. It involves moving away from the traditional hierarchy and transitioning to a model where everyone is an equal partner. Such cooperation is based on key principles of partnership, such as respect for everyone, trust, dialogue and equality. These principles form the basis for creating an open and supportive environment where everyone can freely express their thoughts and ideas. Vocational training involves collective work on projects, problem solving and group discussions. This approach helps to develop teamwork and communication skills, as well as teaching how to find compromises and respect the opinions of others.

The principle of equality means that the teacher and the learner are equal partners in the educational process. The relationship between them is based on mutual respect, not subordination. The teacher is a mentor and facilitator who helps the learner to acquire knowledge and develop independently. This helps to increase the motivation, initiative and responsibility of learners. In addition, the successful implementation of partnership pedagogy depends on all participants having the relevant professional skills and abilities (Kovbasyuk, 2023). For teachers, this means the ability to facilitate discussions, manage projects and mediate conflicts. For learners, it means developing teamwork skills, critical thinking and independent problem-solving. Together, these skills and principles create an effective educational system that promotes not only the acquisition of knowledge, but also the formation of a well-rounded and responsible personality.

Equally important in partnership pedagogy is the principle of dialogue. The educational process should be based on open dialogue and involve subject-subject interaction. Each participant has the right to express their opinion, ask questions and participate in the discussion. This contributes to the development of the ability to argue one's position and make informed decisions. Dialogue also helps the teacher to better understand the needs and interests of learners. Another of the most important principles in partnership pedagogy is the principle of mutual responsibility for learning outcomes, which is shared among all participants in the educational process. The teacher is responsible for organising the process and creating conditions, while the learner is responsible for their active participation and personal development. This principle shapes the

understanding that success depends on one's own efforts rather than external factors.

The author agrees with the statement by researcher N. Yasinska (2024) that partnership pedagogy is a priority of the modern education system, as this approach transforms the educational process into a joint creative activity where each participant is active and equal. The partnership model allows teachers and students to jointly solve real professional problems by integrating theoretical knowledge into practical activities. This makes learning more meaningful and applicable, which is especially important for training specialists whose work requires constant decision-making in complex situations. Based on an analysis of the key principles of partnership pedagogy, it can be concluded that these principles are the foundation for creating a safe educational environment where everyone feels valued and protected, which is the basis for personal growth.

In the context of modern law enforcement training, security is particularly relevant. When the educational process is based on mutual trust, students feel psychologically secure. This allows to freely express their opinions, ask questions, and discuss complex ethical dilemmas. Since partnership pedagogy is based on dialogue and cooperation, it naturally contributes to reducing conflicts. All problems and misunderstandings are resolved through discussion. This helps participants in the educational process to develop mediation and compromise skills, which are indispensable for safe and harmonious interaction both in the classroom and beyond. The author believes that the application and observance of these principles in educational activities for the training of law enforcement officers influences the change in the worldview of future specialists in this field, teaches them to work in a team, and develops empathy and responsibility. Such training leads to a humanistic attitude of future law enforcement officers towards the population; they will communicate with citizens as equal partners, cooperate with society, and resolve conflicts through constructive dialogue.

In this work, the pedagogy of partnership is seen as a key factor in the humanisation of professional training for law enforcement officers, creating the basic conditions for the formation of a new culture of interaction in the law enforcement system. It ensures the development of dialogue skills, tolerance, responsibility and the ability to work in an environment of mutual trust in future specialists. However, the significance of partnership pedagogy is not limited to the educational process alone. Its principles must continue to function in the professional activities of police officers, because only by transferring partnership models of interaction into the real social environment is it possible to form a modern service-oriented law enforcement system.

CONCLUSIONS

The generalisation of the research results shows that the humanisation of professional education for law enforcement officers is not just another stage of reform, but an important requirement of the times that meets the

demands of a democratic society. This process goes beyond the formal assimilation of legal norms and is aimed at a profound transformation of the consciousness of future specialists. The humanistic paradigm in education shifts the focus from strict discipline and unquestioning obedience to the individual, their rights and dignity, shaping law enforcement officers' awareness of their mission as protectors. The results of the survey showed that the practical implementation of partnership pedagogy as the basis for the humanisation of professional education for law enforcement officers is a relevant and timely task that meets both the demands of society and current scientific trends in the field of pedagogy and law. Specialists who are aware of their social role are able to interact effectively with citizens, resolve conflicts through dialogue, and promote trust in law enforcement agencies. The implementation of partnership pedagogy is a strategic step towards building a constitutional state where serving the people is the highest value. Further research requires the development of clear

methodological recommendations and the implementation of systemic solutions that would ensure a sustainable combination of the humanistic paradigm and educational practice in law enforcement agencies. A further direction for scientific research could be a comparative study of the experience of applying partnership pedagogy in the training of law enforcement officers in different countries (the United States, Canada, European countries), which would allow the best practices to be identified and adapted to Ukrainian realities.

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Андрій Танько

Кандидат юридичних наук, доцент

Харківський національний педагогічний університет імені Г.С. Сковороди

61002, вул. Алчевських, 29, м. Харків, Україна

<https://orcid.org/0000-0001-8425-2202>

Педагогіка партнерства як основа гуманізації професійної освіти правоохоронців

Анотація. Стаття присвячена дослідженню проблеми гуманізації професійної освіти працівників правоохоронних органів в умовах суспільних трансформацій і розбудови демократичної держави. Мета дослідження полягала у комплексному вивченні педагогіки партнерства як гуманістичної основи професійної підготовки та практичної діяльності поліціантів, а також у з'ясуванні особливостей розуміння й сприйняття партнерської взаємодії між правоохоронцями та громадою. Методологічну базу становили теоретичні методи (аналіз, синтез, порівняння, узагальнення, класифікація) та емпіричні методи – анкетування працівників різних підрозділів поліції (патрульної, превенції, чергових частин, дільничних офіцерів). Дослідження показало, що більшість опитаних поліціантів позитивно ставляться до ідеї партнерської взаємодії з громадою та визнають її важливість для підвищення довіри населення. Водночас виявлено бар'єри впровадження такої взаємодії: недостатня обізнаність із сучасними гуманістичними моделями взаємодії; обмежений досвід застосування партнерських практик у повсякденній службі; відсутність заходів, які б сприяли закріпленню навичок співпраці; наявність авторитарного стилю комунікації. Дані анкетування засвідчили різну готовність працівників до гуманістичної взаємодії: частина респондентів продемонструвала високий рівень усвідомлення цінностей партнерства, інші потребують додаткової підготовки та роз'яснень щодо практичних інструментів співпраці з громадою. Отримані результати дозволили сформулювати комплексне уявлення про реальний стан сприйняття гуманістичних принципів у поліцейському середовищі та визначити напрями удосконалення підготовки. Дослідження наголосило на потребі поєднання правових компетентностей із гуманістичними – здатністю до діалогу, емпатії та партнерства, які є основою ефективної взаємодії поліції та громади в умовах демократичного суспільства. Практичне значення дослідження полягає у можливості використання отриманих результатів для вдосконалення програм професійної підготовки та підвищення кваліфікації працівників правоохоронних органів з метою розвитку партнерської, гуманістично орієнтованої взаємодії з громадськістю.

Ключові слова: співробітники правоохоронних органів; партнерська взаємодія; гуманістичні принципи; правові компетентності; службова підготовка; соціально-психологічні навички