

The importance of quality language preparation as an inseparable part of education of the Police Force members in favour of not only troublefree carrying out their job

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ABSTRACT

The necessity of having a good command of a foreign language is at the present time emphasized by the membership of Slovakia within the European Union. This fact is reflected both in advantages and in disadvantages following from the mentioned membership. Foreign languages represent not only an inseparable part of economic and legal processes, but in connection with law also the need for solving criminality following from various commitments within the EU. Learning of how to communicate in a foreign language should not consist in unreasonable duty of memorizing some phrases leading to the effect of their minimal or no using in practice. Communication skill, however, necessitates competent teachers having a good command of a particular foreign language, mother tongue (not only being possessor of a degree certificate) and translating techniques (not only being possessor of the so-called certified translator stamp). Each of the Slovak Police Force members has been obliged to get basic police education providing knowledge necessary for carrying out this kind of occupation. Focal point of the mentioned kind of education is a sufficient familiarization with the respective laws and, on the basis of the skill gained in such a way, the ability of implementing the gained knowledge in practice. Focusing on a particular law depends on the specialization of the future Police Force members, e.g. public order police, traffic police, border police or alien police. Educating future police officers include also other, not less important subjects, that provide information necessary for carrying out this occupation. May schools in general tend to providing any quality education, no school is perfect just like people are not, in this case students and teachers. The effort of every school is to approach the attribute “perfect“ as much as possible. This is a process that in the “dialogue“ teacher vs. student depends on teachers themselves representing a particular school. Education success is crowned by gaining a particular certificate and is conditioned by cooperation of both participants of the “dialogue“, i.e. teachers and students.

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