

## POLICE TRAINING IN THE REPUBLIC OF SERBIA<sup>1</sup>

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**Abstract:** The main idea of this paper is to highlight the need for police training, which is conducted in educational institutions and organizational units of the Ministry of Internal Affairs of the Republic of Serbia (MoI RS), to devote adequate attention and to comprehensively investigate all their aspects. The work contains an introductory part which considers the basic problem and the current issues of police training in the country, a part which is related to the organization and the type of police training, followed by the presentation and interpretation of the methodology of its implementation, which was presented and performed on a coaching course II (contractor rate OSCE), and finally the concluding part.

**Keywords:** education, training, police.

### 1. Introduction

Police education today is the area that is the focus of modern police organizations. Without a well-organized and well-developed system of police education, it is unthinkable to educate and train officers who are able to meet the current security challenges, risks and threats (Milosavljević, 1997).

This is especially so when you take into account that during the police action you must protect human rights, applying restricted police powers, the rational use of resources

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and equipment, you must be familiar with modern informational and communication technologies and more (Kešetović, 2005).

Training and education of police personnel are the main theoretical and practical methods of preparing people for the police service. In principle, this preparation takes place prior to the service at the beginning of the service, and during the entire service.

Terms of training and education of police personnel are essentially one and the same methods of the process - building personnel, and therefore often overlap in content. However, *training*<sup>4</sup> is the main objective of practical learning skills necessary for police work, but also includes some theoretical content. On the other hand, the primary goal of schooling appears to be the adoption of theoretical knowledge and practical skills. The type of specialized professional education is the middle ground between the training (as learning practical skills) and education as well as the adoption of a purely theoretical knowledge. Therefore, in order to avoid terminological misunderstandings, training would mean building staff on courses and similar forms of training, who practiced before, at the beginning or during the service, which takes less time out of school (one year), and are mostly aimed at learning specific practical skills and narrow scope of specialized theoretical knowledge,<sup>5</sup> while the education should include specialized secondary and higher formal *education*<sup>6</sup> for the police profession. It is implemented in professional police schools or institutions, and takes two years or more. Training takes place before entry into service or to work, and the focus is on the theoretical knowledge that is of general and specialized type. Also, there is also learning practical skills, but it is understood that the complete mastery of these skills will be a subsequent task.

Furthermore, the objectives, contents and the time they are implemented varies: *the initial or basic training and in-service training (the training)*. The initial training usually includes two parts - theoretical and practical, and whose main goal is to train cadets for a job, or to provide them with specific knowledge and skills necessary to start their independent police work. However, completion of the initial training and entry into service in no way ends learning police work. In fact, throughout his career, every officer has to innovate and expand their knowledge and skills, which is achieved by continuous training. Professional development can be classified into: *courses and other methods of refreshing and updating knowledge; courses intended to improve certain indicators of performance or correcting certain attitudes and behaviors of police officers, specialized courses for mastering the knowledge and skills needed for specific areas of work and promotional courses, management courses* (Milosavljević, 1997).

It is important to note that so far there is no absolute standardization in police education, and education and training, and even within one country (Germany,

4 "The training and training in general means any more or less organized training program of a physical or intellectual activities, or physical or mental characteristics." See Petz, B., Ed. (1992). Psychological dictionary. Zagreb: Prosveta. Also, the training activity planned to acquire the skills and knowledge required to successfully perform a particular job or activity. It focuses on the acquisition of specific knowledge, skills and techniques needed for a specific job and raising efficiency in its performance. However, it is often defined as a wider process of change in behavior and attitudes of employees in a way that increases the likelihood of achieving the goals. See Hogget's, R. M., Kuratko, D. F. (1991). Management, 3rd ed. San Diego: Harcourt Brace Jovanovich.

5 Concept of police training is very close to concepts of military and criminal-operative training, conducted in many European police educational institutions. Police training is different from military and law enforcement training in its purpose, content and methodology of performance. But they have some common elements that overlap, so that they are complementary to the total process of education and training of police personnel.

6 "Education is a pedagogical process as a function of enriching human knowledge. It includes the adoption of a system of knowledge, the formation of practical skills and habits, and that is the premise and basis for the development of cognitive strengths and abilities, forming the scientific view of the world, to connect knowledge with practical, professional, and any other activity." See Potkonjak, N., Šimleša, p., Ed., (1989). Educational Encyclopedia Second Belgrade: Institute for textbooks and teaching aids.

Switzerland). Police education and training programs vary in length, structure, programs, degrees, etc. which represents a barrier to integration and international cooperation in the form of joint ventures in training police officers to fight against modern threats to security (Kešetović, 2005).

## 2. Organization and Types of Police Training

In Serbia, training for policing is entrusted to the Directorate of Vocational Education, Training, Development and Science of the MoI RS, higher education for police is carried out at the police academy. The Directorate of Vocational Education, Training, Development and Science performs professional training, scientific research and other work in the field of educational activities of interest to the interior. Management is made up of a Center for Basic Police Training (COPO)<sup>7</sup> and the Center for Specialized Training and Police Training (CSOUP). The Board for Vocational Education, Training, Science and Training provides cooperation between the MUP RS and Academy of Criminalistic and Police Studies (KPA) in Belgrade.

The opinion of most police experts is that police training can be fully conducted only through organized and systematic training in the police educational institutions, and that the acquisition of skills through experience is disorganized, long and risky process, often with poor results and serious consequences for security officers (Buerger, 2004).

The need for efficient protection of police officers when they use their powers, especially in high-risk situations, requires a constant need to build the best possible training, by type, objectives, content and methodology of performance.

The quality of police training depends on education system and police staff of the Ministry of Interior, developed traditions and flexibility to adopt and implement international standards in modern programming and its performance (Milosavljević, 1997).

Police training can be sorted out by different criteria. One of the most important criteria is the type of skills represented in the training. According to this criterion police training can be divided into:

- **physical,**
- **firearms, and**
- **tactical training.**

**Physical training** as an integral part of police training is aimed at raising the planned and systematic maintenance and general physical fitness, and acquiring a certain level of mastery of special skills, as well as keeping health and willingness to develop moral and other desirable characteristics of police officers necessary for the successful task execution.

In police educational institutions of the Ministry of Interior of the Republic of Serbia this training is organized based on two principles. According to one, it is performed in the subjects - General Physical Education (GPE) and Special Physical Education (SPE). The main features of this way of performing physical training are the sports regulations, sports equipment (kimonos, suits, etc.), and the sports environment (sports hall with

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<sup>7</sup> With the adoption of the new Law on Police and the Development Strategy of Police Training System, the process of transformation of our four-year secondary police education into a one-year basic police training has been intensified. The new training method is considerably more cost effective, and at the same time the quality of training is enhanced and follows the contemporary trends in police training of the most developed European countries.

parquet or specialized “*tatami*” mat). By other methods, this training is performed by applying the lessons of martial arts as a means of force in the assets of different tactical situations-simulation exercises, with full police uniform and equipment.<sup>8</sup> Especially important is the training technique of so-called heavy and light control with bare hands, the essence of which is to overcome passive or active resistance of a person with the least expenditure of physical energy and in the simplest manner, while respecting personal dignity and other human rights.

Special physical training is implemented in the police organizational units, such as the police force of regular jurisdiction - police stations, and units with specialized competencies and applications such as Special Anti-Terrorist Unit (STU), Gendarmerie (G) and the Police Brigade (PB), and police headquarters in Belgrade.

Unlike regular physical training of specialized police units, both general and special, is performed according to the latest programs and methodology, which results, with proper treatment tactics in excellent results (many successfully executed arrests of serious criminals without serious consequences for police officers) the application of police powers in clashes with members of organized crime.

**Firearms training**, as an integral part of police training, has a goal to train police units to enable proper and safe handling and accurate shooting from the personal and collective weapons for lawful, safe and effective use of firearms, as the ultimate means of persuasion.

General characteristics of the training of regular police force of the Ministry of Internal Affairs in Republic of Serbia, (as opposed to special-purpose units) for the use of firearms is not enough of practice in precision shooting and quick tug, and handling in various tactical situations. The limiting factors in achieving better results relate primarily to the insufficient number of shots during training, as well as a very small number of derivative shooting in the regular police units (police stations) after training (Vučković, Jovanović, Dopsaj, 2001).

**Tactical training**, as an integral part of police training, aims that police officers and police units master the procedures through a variety of tactical and training situations, and master rules and resources or the skills and habits, for lawful, safe and effective use of authority and performing other official duties in situations with varying degrees of risk.

Tactical training basically consists of two parts: individual training (according to the OSCE program, i.e. operational policing skills) and team training (use of police powers in training situations from police patrols and police units to the highest level of organization and management in police). Team tactical training implies sublimation of knowledge and skills gained in the physical, fire training and individual tactical training as a prerequisite for carrying out this type of training. Through this training the police personnel are trained in the application of skills in situations that are by their environment (situational factors-space, time, actors) identical or very similar to the real ones by varying the independent variables (time, material and technical resources, space, etc.). Improved police skills are achieved in various tactical situations, as well as their resourcefulness and ingenuity, all of which have resulted in safer and more successful solving of real official duties. The main weakness of tactical training is still unilateralism in dealing with tactical situations (which are generally high risk), stereotyped, one might say militaristic methods, such as exercise and physical space superiority and domination over persons who are in a different way confronting the police. In the process of training not enough attention is paid to establishing and psychological domination and control over the persons to whom the powers are applied, such as negotiation skills, distraction by talking, giving advice and instruction, and the like. In real conditions

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<sup>8</sup> Progress in this kind of training is achieved through situational police training.

this is very important, because according to certain categories of persons, the greater effect is achieved through discussion and persuasion, rather than sharply issued verbal commands.

Besides this, police training can be classified according to other criteria such as:

- *according to criteria of general importance* on the general and special, or specialized;
- *according to level of training* on basic training and training for leading structure unit of the police;
- *according to type of training providers and organizers* on training conducted in police educational institutions and training that is implemented in the organizational units of the police;
- *in relation to the area where the training is conducted* on the urban environment and field conditions training.

European trends in the development of general training are the adoption and implementation of certain skills that are practiced in specialized units (building search, arrest of dangerous criminals so called "*Horizontal intrusion into the facility*," quick draw shooting a gun, etc.) and thus the skill level to "regular officer" to secure the execution of the tasks in high-risk situations, when you cannot expect the timely intervention of the specialized units.

Thanks to the introduction of programs and procedures in the OSCE police training, police training at the basic level is usually framed in terms of content and methodology at the level of educational institutions, while training for the managers of police units, regardless of the existing experience, is under-developed and its affirmation is needed.

The consequence of the militarization of police training in the Republic of Serbia is its performance in field conditions, far from urban areas, which is a hallmark of performing various types of military training. However, in recent years general police training (for the regular forces), as well as specialized forces, is performed in the adapted field conditions, which by their training-teaching environment represent a combination of urban and field conditions. There is a need and tendency for further development of the existing and new teaching centers for police training with fuller contents of urban areas, such as streets, squares, various other masonry objects, then different adaptive situational police shooting and others.

Police personnel as an organizational element of police training in their educational and professional profile of the Ministry of Interior, represents a variety of structures including: police operatives, who directly perform police activities and tasks (participants of various courses, COPO cadets, KPA students, police officers in police stations and the specialized units) and heads of police units (staff in educational institutions and police units). Special categories of personnel, who appeared in recent years in police training in our country, are female police officers. The lack of female police officers in the practice of Ministry of Interior in Republic of Serbia has been an evident problem for a long time, especially in resolving of conflict situations in which the actors were female persons.<sup>9</sup> Participation of women in these situations has primarily preventive importance, but also effective repressive treatment. Previous experience in police women training to perform police duties, especially the use of powers, in our practice are positive in the sense that students of both male and female gender mastered the same training program with the same or

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<sup>9</sup> For example, family conflict between spouses in a family-residential environment is a special kind of danger area for police officers to intervene in such situations. Police patrol composed of men acting in family conflicts is basically unilateral in the tactical and psychological orientations, such as incorrect or incomplete assessment of the situation, non-application of adequate security measures is oriented towards the male side, and others, all of which can lead to serious consequences for security officers in the intervention.

similar results. The results of training of this category of personnel are very encouraging and a strong indication that women in police practice successfully perform the duties of the police in all and even high-risk situations. What is important, there was not any discrimination based on sex by the teachers who have carried out training with women.

### 3. Police Training Methodology

In the professional and scientific field of police education there is not enough work on the subject of teaching methodology. The consequence of this is the exaggerated theoretical learning as well as insufficiently methodologically educated and practiced (trained) teachers. Considering that in the Serbian education system there is the prevailing opinion that the teacher is competent simply because he/she has acquired an academic or scientific degree, not enough attention is paid to proper and complete education and training of teachers in the methodological knowledge and skills. Such knowledge and skills teachers acquire at different levels of education in the military or civilian educational institutions, or it is not acquired at all. Teachers were mostly directed to the experiential way of mastering the methodology of preparing and teaching. However, this disadvantage is less felt in the performance of police training than in a regular (theoretical) teaching. The main characteristics and advantages of the methodology by which the teachers are trained from the pilot program - Course for Trainers II<sup>10</sup>, as an advanced and affirmative methodology, are: education (training) is conducted in small groups (3 to 8 students), teaching is aimed at students, responsibility for learning is transferred to the students, the teacher is not a teacher, he is a coordinator in the educational process, in which all three domains of learning are realized. According to this methodology a student is an active subject of teaching, not an object (a passive listener) and central place in the teaching process is occupied by students. All the relevant elements of this methodology will be presented further in the text.

#### 3.1 Police Training Planning and Programming

Analysis of teaching is the first stage in developing a teaching program, which includes the following elements, i.e. to determine:

- Training objectives;
- What type of training is required;
- Who the participants are;
- What the content of training is;
- Time and place of training.

The current state of police personnel training in educational institutions is characterized by mutually agreed curriculum of police training, in all these elements, causing uniformity in training of police personnel in relation to the same type of training. This situation has largely improved by introducing various courses organized by the OSCE in which police personnel were trained based on the latest methodology and procedures, as well as the introduction of individual program segments with the

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<sup>10</sup> In 2003, in the organization of Ministry of Interior of the Republic of Serbia in the implementation of the OSCE, a pilot program was carried out for trainers course I and II with the aim of training the teacher-trainer of educational institutions and organizational units of the MoI RS, for competent teaching or police training, according to the latest methodology applied specifically to train the English police.



procedures of the OSCE in the training of educational institutions of the Republic of Serbia (Nikač, 2010). This has caused that police officers are now educated based on the standards which are in line with modern principles of policing, and these police officers will be ready to provide the citizens with high quality service at any moment, while respecting moral, ethical, professional norms and generally accepted civilization values (Puškar, Umićević, Mijailović, 2010).

### 3.2 Basic Notes about Training of Adults

Since the police personnel represent the adult category, adult education principles of learning are applied in their training process, and the most important are: the principle of self-reliance and self-directedness, life experiences and knowledge, relevance, practicality, repetition, recentness, active learning, the primacy and feedback information.

The adult learning model is applied using a cyclic learning experience. Adults begin to experience in the phase of **equilibrium**, during which they observe and classify their experiences into existing categories. The process of learning begins with the destruction of their familiar categories resulting in **disorientation**. Adults now deviate from the current assumptions and expectations. Adults then still go towards survey of disorientation to research and so identify the general nature of the problem and share their ideas with others. During the research phase, the adults can relax and increase their confidence on the issue, they feel desire to keep up with learning. While moving from the research phase to the phase of **re-orientation**, adults are alone for a while to be able to think about the problem. During this phase there is a grand synthesis, a new understanding and insights that make the cognitive process. They share their knowledge with other people how to move from re-orientation to the phase of equilibrium. Characteristic for phase of equilibrium is that the new information is reinforced, with much less emotional intensity. This model of learning in adults is especially applicable in the training of police personnel who have experience in policing.

### 3.3 The Constituent Elements of the Training Methodology

The constituent elements of the training methodology are:

- The training objectives
- Teaching methods
- Teaching aids that are used in training
- Lesson plan implementation
- **Teaching environment - working space**
- Testing and assessment – Evaluation
- Domains of learning in the training implementation
- Model creation of teaching
- Maslow theory of human needs

#### 3.3.1 The Training Objectives

The first methodological step is to determine the training objectives. The objectives should reflect the teaching results, and must focus on the teaching outcome, such as the desired effects of the teaching process we want to achieve with students. The creation of a teaching unit, in addition to the primary, can conceive more specific objectives (or

tasks of teaching), which establishes the order and hierarchy, so it is a process by which students are systematically introduced into what they need to know or to do to make the teaching process done at the appropriate level. The training goals determine the types of teaching methods, as well as their educational content. Educational content includes specially selected and shaped scientific facts, and everything that students must learn in order to fulfill their goals. In developing the content plan it should first determine the actions that students will take and then the required level of knowledge that students should acquire in order to take these actions.

### 3.3.2 Teaching Methods

Teaching methods include meaningful and applied systematic way of managing the work of students in the teaching process, which allows the acquisition of knowledge and skills and their application in practice and also contributes to the development of their cognitive abilities and interests, worldview formation and preparation for life. Therefore, a method of training police officers includes the following elements:

- Valid (applicable and verifiable) plan for the application of concrete methods,
- Training goal, and
- Technical instrumentation.

Methods used in the performance of police training are adapted to specific requirements (legality, safety and efficiency) of police work performance, not for the structure of subjects in the police school, then the structure of the police personnel who are trained, style and skills of teachers and teaching aids available. The most frequently used teaching methods are:

**Modified lecture** – teacher reproduces the content to the students, but in contrast to traditional lectures, students are actively involved in the learning process.

**Demonstration** - teacher performs a task or skill by showing students how and what to do, and students have the opportunity to professionally train a task or skill.

**Role playing** - students act through the situations from “real life” practice or experiment with new forms of behavior that can be used in business or those they can face in the future.

**Group discussion** - the teaching method relies on the participation and interaction of participants who discuss a particular topic.

**Case study/work in small groups** - group discussion on the basic situations in real life, which is in contrast to the group discussion focused only on the analysis of real-life events.

**The simulation/exercise** – it involves the use of funds, equipment or situations with the intention to copy or imitate real life.

**The game** - using competition or cooperation of students to repeat or determine the content.

In the process of training, selection and combinations of methods is done so that the objectives include the most complete training, skills and knowledge of participants, style and skill of teachers and the use of teaching aids. In that way maximum actively involve students in the learning process, improving the effectiveness of teaching.

### 3.3.3 Teaching Aids that Are Used in Training

Teaching aids are materials, devices or equipment for use in teaching and helping students to accomplish the objectives of education. In order for a teaching tool to be effective, it is necessary that it meets the following requirements: visibility, simplicity, accuracy, interest, convenience. The most used teaching tools are: *blackboard, charts,*



*computers and projectors, models, flip-charts, TVs and videos, manuals, educational films, modern tools which are used in police work, funding for training - imitation of real instruments and equipment used by the police.*

### 3.3.4 Lesson Plan Implementation

Plan implementation in class is a set of notes written in a logical sequence which the teacher adheres to in order for the trainees to meet the planned objectives of education. Planning a model of teaching that provides a systematic approach to plan implementation in class is known as the “**five-step model**” (**review**-representations issues, exchange knowledge and experiences among participants about the subject and identify potential resources in a group; **summary** - review of activities under the theme, processing instruction targets and determine the motivation, **presentation** - processing of the content by the teacher telling students what and how to do it, and then showing them by example or demonstration, **exercise** - participants practice under the teacher’s guidance; **conclusion** - summarize the lesson by emphasizing the important parts, answer the questions of students, the transition to the next instructional unit or prepare students for the application of what has been learned).

When developing the plan, the teacher must take care of planning time for all kinds of activities in the classroom which empowers proper guidance and direction of the teaching process, and complete processing of the planned teaching materials.

### 3.3.5 Teaching Environment - Working Space

An ideal teaching environment must be pleasant to encourage learning, and this is a necessary condition that the students can concentrate on a school subject. According to their spatial characteristics environment can be a closed classroom, a classroom in nature, actual or simulated urban area or field. Classroom space must include five factors: temperature, chairs with a desktop size, writing and working space, lighting and visibility. The most common seating arrangement in the classroom: a semicircular, horseshoe, conference, team and ranks. The best way is a semi-circular seating so that all participants are approximately at the same distance from the teacher and that all participants can see each other. This method provides good audibility of sitting in a classroom for verbal communication between teachers and students.

### 3.3.6 Testing and Assessment – Evaluation

Evaluation of teaching is to assess the overall effort invested into teaching. The assessment includes the following phases:

- Plan the assessment of teaching,
- Collecting and analyzing data about teaching, and
- Report results to the assessment.

Success is measured by the success of the training participants, not only their grades in training, but it is important to get feedback on what they think of the training during the training and while working as police officers.

### 3.3.7 Domains of Learning in the Implementation of Training

Police training should realize all three domains of learning:

- **Cognitive** (perception and memory information, understanding-interpretation, differentiation and summation of the information, application - using information in situations which are different from those given in the school environment, Affective and Psychomotor especially). Each of these domains has three hierarchical levels.

- **Affective** (Passive acceptance of certain stimulants (passive listening to some ideas); Responding to stimulants; Certificate representing knowledge and attitudes).
- **Psychomotor** (Imitation - observation and imitation skills of teachers; Handling - performing skills through instruction; Precision - precise execution of skills, accurately and correctly).

Given that the educational system of the Republic of Serbia is divided into regular classes or theoretical (performed mainly in classroom learning centers) and on practice or training (performed in different conditions for practice or actual), and these are mostly the domain of learning achieved by the cognitive and affective partly achieved through theoretical teaching and psychomotor and affective largely through practical teaching and training.

It is evident that the training achieved all three domains of learning in all three levels. The best example of accomplishing psychomotor domain is in training for police use of powers, and the defensive tactics and firearms handling and accurate shooting.

### 3.3.8 Creation Teaching Model

The training of police personnel shall apply the standard model to create classes, which includes four levels, namely:

- **Preparing students before the class** - includes master information -theoretic teaching that will be processed through the preparatory material (books, manuals and selected parts of the text). The text should be brief, concise and complete with basic and specific issues of teaching materials. The main value of this method is to transfer responsibility for learning on students, shortening the time in class for the theoretical treatment units at the first cognitive level, and the teacher can use that time for analysis and deeper understanding of the content, and to develop practical skills and abilities. A special form of preparation is to prepare student group leaders, which besides theoretical preparation, includes adequate and practical preparatory work, and mastering certain police skills.
- **Review of knowledge** - the acquisition of information from the preparation materials is the next step, which needs to be achieved as a separate part, at the beginning of the class, or informally and continuously throughout the class.
- **Identification and clarification of the dilemma** - during the test it should detect specific segments or questions from the teaching material that are (possibly) unclear to the students. The objective of a test is to clarify the dilemma and to assist and resolve ambiguities.
- **Advanced learning** - in this phase theoretical and legal procedures are integrated with the development of skills and abilities. The result of learning at the end of the teaching process is reflected in the knowledge, understanding, skills and abilities, beliefs, habits, and desirable behaviors of students.

### 3.3.9 Maslow Theory of Human Needs

In the exercise of the teaching process, similar to other human activities, people, or police personnel who are trained seek to achieve specific purposes as follows:

- **Physiological needs** - stemming from the biological beings, and are necessary for survival, such as the need for food, water, rest and sleep.
- **The need for security** - applies to physical and psychological safety, which is accomplished in a safe environment.

- **The need for belonging and love** - the social component, which is realized in the mutual interaction of students, and students and teachers.
- **The need for respect and self-esteem** - also social component, which is manifested as a man's need to be respected and competent, that the value and capabilities are recognized.
- **The need for self-actualization** - every man, as an individual, is a separate entity, and the need for self-fulfillment (self-actualization) through their exercise takes on different forms, such as learning, physical activity, creativity, art, etc.

These human needs are hierarchical and conditionally-mutual related, so that at base of pyramid there are physiological needs, and on top of the pyramid there is a need for self-actualization. They are important for the process of teaching, because teachers must take care to create optimal conditions for students, such as accommodation, quality and quantity of food, rest, sleep, toilet facilities, and then conditions that do not discriminate against students on any basis, intensification of efforts, enabling the maximum expression of ability and talent to solve problems independently and so on. The theory of human needs is widely used in the training of regular police, but its full realization may be at stake in the performance of specialized training which require from the police officers who are trained to invest extraordinary physical and psychological efforts in unfavorable environmental and other training conditions.

Using the described methodology of teaching, the students are supportive and achieve higher learning, or their complete capacity to perform tasks for which they were educated, and for that reason the same is recommended for use not only in the performance of police training, but also in the complete teaching process in educational institutions of the Ministry of Internal Affairs of the Republic of Serbia.

#### 4. Conclusion

The basic function of police training in the Republic of Serbia is the training of police personnel for the safe, legal and efficient treatment in the police work. What is common to all modern police organizations is that their members cannot successfully carry out their work without getting, and continuously upgrading their knowledge and skills. It is in fact a necessary condition for the professionalization of the police profession, and is also the obligations that all individuals are predisposed to lifelong learning.

Therefore, training is one of the most important methods of management and development of human resources in general, and especially in police organizations. Because of this, many modern police organizations devoted all their resources to constant training of employees; it is one of the best ways to achieve the leading position in the fight against modern challenges, risks and threats to security. Different, better, or adequate training of police personnel would contribute to the prevention of serious conflicts between the police and citizens, both in individual cases and in cases of violation of the public order and peace to a greater extent, in order to avoid unnecessary adverse effects on both sides.

It would also constitute a factor of better, stronger and more durable relationship between the police and the public, to raise citizens' safety culture to a higher level, and the affirmation of *community policing*.

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## **POLICIJSKA OBUKA U REPUBLICI SRBIJI**

### Rezime

Osnovna ideja rada je da ukaže na potrebu da se policijskoj obuci, koja se sprovodi u obrazovnim ustanovama i organizacionim jedinicama Ministarstva unutrašnjih poslova Republike Srbije (MUP RS), posveti adekvatna pažnja, odnosno da se svestranije izuče svi njihovi aspekti. Rad sadrži uvodni deo u kom se razmatraju osnovna problemska i aktuelna pitanja policijske obuke u našoj zemlji, deo koji se odnosi na organizaciju i vrste policijske obuke, zatim predstavljanje i interpretacija metodologije njenog izvođenja po modelu kojim se obučava Engleska policija, a koja je prikazana i izvedena na Kursu za trenere II (izvođač kursa OEBS) na Kriminalističko policijskoj akademiji u Beogradu, i na kraju zaključni deo.