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CRIMINOLOGY

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Abstract: The article considers the most common shortcomings of the investigation of criminal cases of embezzlement in the public sector. Examples of law enforcement practice illustrating these shortcomings and the reasons why they are made are given. Special attention is paid to the typical shortcomings associated with the illegal release, or the lack of prosecutions of persons whose actions clearly show signs of complicity in embezzlement, including the misguided practice of the type: 'we terminate the case against the accused in order to make them a reliable witness'.

The reasons for such shortcomings are as follows. Low quality of preliminary checks: One of the main reasons is the low level of professional training of investigators and operatives, which leads to incomplete verification of facts and shortcomings in the collection of evidence. Duration of investigations: The protracted nature of the investigation process often leads to the loss of evidence and the impossibility of bringing the perpetrators to justice. This is also due to the long periods of time required to conduct examinations and checks. Complexity of regulatory framework: The complex and constantly changing regulatory framework in the field of public procurement creates additional difficulties for investigative bodies, which makes it difficult to identify and investigate crimes.

Keywords: Embezzlement of budget funds, public sector, shortcomings of the investigation, forensic support of the investigation, investigation of embezzlement, investigative errors, detection of violations of the law, lack of prosecution of accomplices, law enforcement practice.

Introduction

It is obvious that the social danger of embezzlement of budget funds lies in the negative impact on the economy development and welfare of the population, as well as in contradiction the interests of the state.

Thus, the Minister of Internal Affairs of the Russian Federation Vladimir Kolokoltsev in his public speeches repeatedly points out the importance of strengthening operational positions in order to prevent embezzlement of budgetary allocations in the



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implementation of national projects. The head of the department also focuses on the need to strengthen control over compliance with procedural time limits, legality and accounting and registration discipline, as well as the need to strengthen control over forensic activities, which play a key role in the formation of the body of evidence in the detection and investigation of crimes.

In criminal cases of embezzlement of budget funds, investigative bodies and operational units make many mistakes and violations of the law that hinder the effective prevention of crimes of this category. Without entering into a scientific forensic and criminal procedural discussion about the definition and the delineation of the categories of 'errors' and 'violations of the law', for the purposes of this publication we will designate both of these terms as 'shortcomings of the investigation'.

The hypothesis of this study, as well as some other works of the author [5, p. 41], is the thesis that a specific description of typical shortcomings of the work of law enforcement agencies, as well as means of their elimination, should be considered as an important component, a certain section, within criminalistic support of activities to prevent the analyzed crimes. Many well-known criminalists spoke about the benefits of the methodology and methods of training and advanced training of existing law enforcement officers on the principle not 'how to do it', but 'how not to do it, and then how

to do it' (Garmaev, 2008). However, this is the methodology.

Our analysis of both the relevant literature on the stated issues and investigative practice in the category of criminal cases in question provides a basis for classifying what we have designated above as "shortcomings of the investigation". We believe that those, with a certain degree of conditionality, can be grouped into:

- Imperfections of the policy management of the relevant field (group 1);
- Violation of criminal and criminal procedure legislation (group 2);
- Lack of forensic recommendations or ignorance / unwillingness (including due to the low professional level of law enforcement officers; improper interaction of operational and investigative units, etc.) to apply appropriate recommendations (group 3);
- Imperfection of the criteria for evaluating the official activities of the bodies carrying out police intelligence operations and preliminary investigation in cases related to embezzlement of budget funds (group 4);

In our opinion, a detailed description of the proposed classification groups should (-as noted above-) be reflected in the content of the forensic support for the investigation of embezzlement in the public sector. In this article, we will consider only some of those 'shortcomings of the investigation'

that relate primarily to the third of the groups we have identified. The actual description of the 'shortcomings of the investigation' is found in many works of the analyzed subject. For example, S.V. Ermakov and M.M. Makarenko note that their analysis of criminal and so-called 'refusal materials' - demonstrate that only within pre-investigation review, that is, even before the start of the investigation itself, investigators often make hasty conclusions about the presence of criminal elements (embezzlement of budget funds in public procurement), only on the basis of revealed and proven objective elements of a crime (overestimation of the cost of work and the price of materials, payment for unperformed works or their double payment, non-conformity of the cost of work performed with the cost specified in the project documentation contracts and acceptance certificates of work performed).

At the same time, as the authors note, conclusions about the presence of elements of the crime in the actions of suspects (embezzlement: Art. 159–160 of the Criminal Code of the Russian Federation) are often premature and are not further confirmed by other evidence. Information about the documents on the basis of which hasty conclusions were made is often missing in the materials of the criminal case. As a result, official red tape is allowed first during the pre-investigation review, and then during the illegal initiation of a criminal case. Then, such a criminal case is often terminated (Ermakov, 2015).

The authors illustrate this widespread shortcoming with an example of an investigation of a case under Part 4 of Art. 159 of the Criminal Code of the Russian Federation, started on embezzlement of budget funds in the amount of 4.5 million rubles allocated to one of the economic entities for the implementation of the municipal target program me, - 'Total Renovation of Apartment Buildings.' - '. As a result of extensive carrying out a lot of construction and-technical expertise, it was-found that the cost of construction materials and labour showed a discrepancy a discrepancy with the actual work performed both upward and downward. Also, sufficient evidence of intent and mercenary motive of the relevant officials and contractor representatives aimed at embezzlement of budget funds has not been obtained, the mercenary motives of representatives of the customer and contractors had also not been established (Ermakov, 2015).

This and many other shortcomings of the investigation of cases of the analyzed category are confirmed by the data of the Investigation department of the Ministry of Internal Affairs of the Russian Federation. The relevant document is the 'Review of Performance' lists such circumstances as:

- Failure to establish facts, pointing to all punishable under criminal law signs in the actions of the suspects, which excludes the possibility of initiating a criminal case;



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- Unnecessarily long duration of pre-investigation reviews;

- Loss of evidence that should have been identified and seized immediately, without delay;

- Failure to conduct necessary studies and examinations within pre-investigation reviews;

- Failure or improper conduct of the necessary police intelligence operations to establish a financial situation of the suspects;

- Failure to enter documents reflecting the financial motion in accounts of enterprises and organizations into the case (Investigation department of the Ministry of Internal Affairs of the Russian Federation, 2016, p.44-51).

However, this list should be supplemented with other typical shortcomings in relevant cases:

- Improper compensation for damage in cases of the category in question. The collection of a wide range of data (future evidence that suspects possess real estate, funds in various bank accounts and accounts of crypto exchanges, crypto wallets, shares in nominal capitals of companies, shares, other securities, etc.) must be appointed (by investigator) and carried out within police intelligence operations at the stage of pre-investigation review or

police dossier. The flaw connected with this shortcoming is that the investigator untimely recognizes the corresponding representative of the state customer or other authorized person as the victim. As a result, the court may refuse to arrest the property of the suspect, the accused. Time will be lost and the property subject to arrest may 'disappear'.

- Improper interaction of subjects of the police intelligence operations with the units of the Federal Financial Monitoring Service, which can provide invaluable assistance to the investigation in detecting stolen funds, identifying possible ways to legalize it¹.

Within this work, it seems to be impossible to consider in detail each of the above shortcomings, as well as to present promising directions for their resolution. However, we would like to pay special attention to one typical shortcoming-which is-perhaps-even on the verge of illegal and criminal concealment. It concerns the non-detection by the subjects of the police intelligence operations and the investigation of all accomplices in criminal activity and related crimes.

Let us illustrate this typical shortcoming with an example. M., being the head of the department in the military representation of the Ministry

¹Order of the Prosecutor General's Office of the Russian Federation No. 511, the Federal Financial Monitoring Service of the Russian Federation No. 244, the Ministry of Internal Affairs of the Russian Federation No. 541, the Federal Security Service of the Russian Federation No. 433, the Federal Customs Service of the Russian Federation No. 1313,

the Investigative Committee of the Russian Federation No. 80 dated 08/21/2018 "On approval of Instructions for organizing information interaction in the field of countering the legalization (laundering) of funds or other property obtained by criminal means."

of Defense of the Russian Federation and wanting to avoid disagreements with the management of the affiliated company JSC 'K.' concerning determination of economically justified amount of overhead costs in the production of optoelectronic equipment within fulfillment of the State defense order exceeded his authority-causing serious consequences (clause 'b' of Part 3 of Art. 286 of the Criminal Code of the Russian Federation). According to the data obtained both from the materials of the criminal case and from the verdict, M., without complying with the mandatory requirements for justifying the cost-effectiveness, included in the cost of products sold within the State Defense Order procurement the costs of information, legal, audit and consulting services, management company and bank services-as well as representative and advertising expenses of JSC 'K.'. These actions resulted in an unjustified increase in the expenses of the Ministry of Defense of the Russian Federation for the State Defense Order in the amount of more than 150 million rubles. The crime was committed, allegedly by M. alone, by entering false information about the cost of manufactured equipment into the purchase agreements. Signs of criminal encroachment were identified by the military garrison prosecutor's office as a part of monitoring the fulfillment the State defense order. The study of the case materials enabled us

to formulate conclusions about the impossibility of committing this crime without the participation of third parties contributing to the achievement of a criminal result. This statement is based on the analysis of *modus operandi*, which involves information awareness of criminal intentions among other employees of JSC 'K.', direct management, minor executives of the military representation located on the JSC 'K.' territory, in other words, the investigation subjects did not focus on the analysis of versions about the commission of the crime as part of an organized criminal group and commission of other crimes (corruption, property crime, etc.)².

It is obvious that a significant proportion of embezzlement of budget funds in real criminal practice is accompanied, at least, by the negligence of the relevant managers, employees of the inspection and control bodies-who were obliged to monitor compliance with the conditions for the provision of budget funds and-check the validity of the submitted documents. The relevant officials and other persons were required to reveal information about conducting illegal or at least suspicious financial transactions, etc... But it concerns not only latent negligence (Art. 293 of the Criminal Code of the Russian Federation). Almost every plunderer has accomplices-joint participants, instigators, and more often-accomplices (Part 5 of Art. 33 of the Criminal Code of the Russian

² Verdict of the Novosibirsk Garrison Military Court in case No. 1-1/2019 dated 14, February

2019 // Archival materials of the Novosibirsk Garrison Military Court.



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Federation) who assisted in the commission of a crime commission by advising, providing information, drafting of documents, or by other means of committing and/ or by removing obstacles to the commission of a criminal act. These may be deputy managers, other subordinates, accountants and many others, up to the secretary of the head, who drew up the relevant papers for signature, if they were aware of the illegality or rather the public danger of his actions or (- inaction-), foresaw the possibility that the inevitability of the occurrence of socially dangerous consequences and wanted its occurrence (direct intent – Part 2 of Art. 25 of the Criminal Code of the Russian Federation) or did not want to, but knowingly allowed these consequences or treated them indifferently (indirect intent – Part 3 of Art. 25 of the Criminal Code of the Russian Federation).

However, practically neither in this nor in many similar examples of the most dangerous embezzlement of budget funds on a large and especially large scale, we do not see prosecution of accomplices. Sometimes, despite the fact that according to the circumstances of the case, even from the text of the verdict it is clear that there were such accomplices and they could be prosecuted, the investigatory for some reason did not do this. Sometimes the reason for this is the low qualification of law enforcement officers. Moreover, sometimes it is a deliberate, purposeful exemption from criminal liability, a misguided practice based on the principle of ‘we terminate

the case against the accused in to enable them to be a reliable witness’.

In conclusion, the utmost high efficiency of the actions of investigators and operational staff to investigate embezzlement of budget funds can be ensured not only by promptness, competently chosen strategy and tactics of investigation [2, p. 158], but also by constant work on eliminating, and most importantly, preventing these and other typical shortcomings of the investigation.

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IMPROVING THE LEGAL REGULATION TO COMBAT MONEY LAUNDERING

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Abstract: The article examines the constructive features of the legalization of funds and property obtained by criminal means in Mongolian criminal legislation. The relevance of the chosen topic is due to the high latency of this crime and the presence of contradictory law enforcement practices that do not ensure effective counteraction to criminal behavior. Legalization of funds and property obtained by criminal means destroys the normal order of economic activity and causes significant damage to the national economy. As a result, optimization of law enforcement activities is an important area of the state's criminal law policy. In recent years, the nature and characteristics of money laundering have changed, negatively affecting all sectors of society, including the international economy, banking, finance, and business, and the expansion of this type of crime.

This article discusses the need to improve Mongolia's legal traditions and legal regulations in combating money laundering, bringing national laws in alignment with international treaties and conventions, increasing the resolution of this type of crime, improving international cooperation, and properly defining the underlying crime.

Keywords: Money laundering, crimes, basic crimes, international agreements, conventions, criminal Law, FATF .

Introduction

Problem: The problem studied in the article is that in Mongolia, the structure of economic crime, whose representatives are engaged in financial transactions and other transactions with money and property acquired by criminal means, has been studied in relation to acts, and much less attention is paid to the personality of the criminal.

Money laundering is a crime that causes serious damage to the country's economy and negatively affects the country's reputation at the international level. In Mongolia, the majority of cases resolved for money laundering are low-cost, domestic crimes such as theft, fraud, and cattle theft. In other words, there are few cases of serious money laundering that have been brought to court and resolved. Therefore, there is a need to

amend the criminal legislation and properly define the underlying crime of money laundering.

Overview of the research: This article analyzes criminal law and other laws that regulate money laundering and develops recommendations on how to correctly and efficiently define the underlying crime of money laundering.

Purpose of the study: The purpose of this research is to gain new knowledge in the field of criminal law, develop scientifically based proposals and recommendations aimed at intensifying the fight against money laundering, and improve legislation.

Methodology of the study: Research methods are based on the principles of materialistic dialectics and include a number of general scientific and private scientific research tools. In particular, the author used analysis and synthesis, as well as a comparative legal method based on a comparative study of Russian and Mongolian law enforcement practice.

This article discusses the methods for legalizing the predicate crime of money laundering in the context of FATF recommendations and criminal law theory. Two approaches to legalizing the predicate crime of money laundering are considered, including all crimes and specifying particular crimes.

Hypothesis and results: As a result of this article, the traditions and characteristics of Mongolian legislation in combating money laundering have been studied. Reasonable proposals and recommendations have been

developed to bring national legislation into line with international treaties and conventions, improve legal regulations, improve international cooperation, and rationally define predicate crimes.

Research scope: The scope of the research was limited to an analysis of Mongolian legislation and international treaties regulating money laundering.

Article 16, Section 3 of the Mongolian Constitution states that “A citizen of Mongolia has the right to acquire, possess, own, and inherit movable and immovable property fairly.” Article 89 of the Civil Code states that “Ownership shall be established through lawful acquisition of rights and property.” Article 83 states that “Any person may acquire property as economic wealth and intellectual property as non-economic wealth, insofar as it is not prohibited by law and does not contradict generally accepted moral standards, and in such cases, the aforementioned wealth shall be considered property.”

Article 19, Section 1 of the Mongolian Constitution also states that “The State shall be responsible to its citizens for the creation of economic, social, legal, and other guarantees that ensure human rights and freedoms, for combating violations of human rights and freedoms, and for restoring violated rights.”

Consequently, the state is working to protect the rights and legitimate interests of citizens and legal entities, restore violated rights, combat certain types of crimes that threaten the development and



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economic system of the state, and protect national security.

Since 2001, Mongolia has joined and ratified international treaties and conventions to combat transnational and organized crime (the 1988 United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances, the 1999 Convention against the Financing of Terrorism, the 2000 Convention against Transnational Organized Crime, UN Security Council Resolutions 1267 and 1373, and the 2003 United Nations Convention against Corruption), thereby joining the international fight against money laundering which negatively affects the domestic economic system and economic security of many countries and states and is the basis for the development of the underground economy.

Article 3(b) of the Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances states: “Money-laundering shall be the act of converting, transferring, disguising or disguising the physical nature, source, location, disposition, movement, rights in respect of, or ownership of property, knowing that it is property derived from the commission of any offence ... or acquired through participation in such an offence, for the purpose of disguising or disguising the illicit origin of such property or of assisting any person who has committed such an offence to evade the legal consequences of his or her offence.”

In addition, the United Nations Convention against Transnational

Organized Crime, adopted in 2000, defines money laundering as:

1. The alteration or transfer of property, knowing that the property is the proceeds of crime, with the intention of concealing or disguising the illicit origin of the property or of assisting any person involved in the commission of a fundamental crime to evade liability for his or her actions;

2. The concealment or disguise of the true nature, source, location, disposition, transfer, ownership or rights of the property, knowing that the property is the proceeds of crime;

3. The acquisition, possession or use of the property, knowing at the time of acquisition that the property is the proceeds of crime;

4. Participation in, complicity in, conspiracy to commit, abetting, aiding and abetting, aiding and abetting the commission of the crime of money laundering.

Article 69 of the Convention states that “predicate offences shall include both property and money-generating offences committed within the territory of a State Party.”

Article 2 of the United Nations Convention against Corruption defines “proceeds of crime” as “any property acquired or obtained directly or indirectly through the commission of a crime” and “predicate offence” as “any offence that gives rise to unlawful proceeds of crime” as defined in article 23 of this Convention, namely “laundering of proceeds of crime.” It also defines the nature of money laundering and money-laundering offences related to corruption offences as those offences that are criminalised

under the law of the country in which they are committed and that constitute predicate offences if they are committed in that country.

The Financial Action Task Force (FATF) has developed the 40+9 Recommendations, which set out minimum requirements and standards for combating money laundering and the financing of terrorism. The document issued by the organization covers a wide range of areas, including law enforcement, the financial system, its legal regulation, criminal liability, and international cooperation, and is open to all countries in the world to join.

This document:

- Each country shall criminalize money laundering in accordance with the Vienna Convention;

- Confiscate the proceeds of crime without prejudice to the rights of third parties who have not violated the law;

- Financial institutions shall maintain all records of domestic and foreign transactions for at least the last five years in order to respond promptly to requests for information from competent authorities;

- If financial institutions suspect that the money in circulation is of a criminal nature, they shall immediately notify the competent authorities.

According to the content of the above international documents, the main characteristics of money laundering are:

1. The predicate offences must be committed intentionally;

2. The predicate offences must be considered a crime under the law of the country;

3. Illegal proceeds must be generated as a result of the predicate offences;

4. Knowingly possessing, using, or disposing of illegal income;

5. Taking actions aimed at concealing the source and owner of illegal income.

Mongolia has joined international treaties and conventions to combat transnational and organized crime, and has continuously organized efforts to bring national legislation into line with international treaties and conventions and improve the legal framework for combating money laundering. For example, Article 163 of the 2002 Criminal Code of Mongolia legalizes the crime of "Using illegally obtained funds and money." Since this crime does not fully define the nature of financial transactions and other property-related transactions, criminal law methods and tools for combating money laundering have not been sufficiently developed.

Mongolia joined the "International Convention for the Suppression of the Financing of Terrorism" in 2003, and in 2004, it joined the Asia-Pacific Group on Combating Money Laundering, a branch of the Financial Action Task Force (FATF), which defines international policies to combat and prevent money laundering and the financing of terrorism, and has undertaken to comply with international standards to combat money laundering and the financing of



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terrorism. As a result, the Parliament adopted the Law “On Combating Money Laundering and the Financing of Terrorism” on July 8, 2006, which was revised in 2013 and amended 7 times between 2018-2024. This expands the scope of this law and adds real estate brokerage organizations, traders of precious metals, precious stones, and articles made of them, notaries, lawyers, and accounting and financial advisory service providers as entities required to report in accordance with international standards and requirements.

The adoption by the Parliament of the Law on Combating Money Laundering and the Financing of Terrorism has had a significant impact on establishing a system for combating money laundering and improving legal regulations for combating this type of crime.

Subsequently, based on the need and requirement to report suspicious transactions that may be related to money laundering and terrorist financing by financial and non-financial institutions and to centralize them in a unified database, the Financial Intelligence Unit was established under the Bank of Mongolia on November 29, 2006. This laid the foundation for activities to combat money laundering and terrorist financing, and significant progress was made in this direction.

On February 1, 2008, the Parliament adopted the Law on Amendments to the Criminal Code, repealing Article 163 of the Criminal Code and legalizing the crime of

“Money Laundering” for the first time in Article 268¹ of the Criminal Code.

Article 268¹ of the Criminal Code defines the subject matter of the crime, the method of action, the purpose of the crime, the form of guilt, and the nature of the crime as “the proceeds of arms, drugs, human trafficking, or the production of counterfeit currency, as well as the proceeds of organized crime, organized crime, or terrorism, knowingly concealing or disguising the source of the proceeds, or putting the proceeds into circulation for the purpose of legalizing the proceeds.”

Subsequently, on December 24, 2009, the Parliament amended the Criminal Code again, repealing Article 268¹ of the Criminal Code and legalizing the crime of “Money Laundering” in Article 166¹.

Article 166¹ states that “any person who intentionally receives, stores, uses, transfers, or converts property, non-monetary assets, or money obtained through the commission of a minor, serious, or especially serious crime other than those specified in Article 166 of this Code, with the aim of concealing or concealing the illegal source of the proceeds, or helping any person evade legal liability shall be subject to criminal liability.”

The fact that no criminal cases were opened or resolved by the police or courts in 2009-2011 indicates that the legal framework for combating this type of crime was not in place, and that the judiciary and law enforcement agencies lacked the knowledge and

experience to investigate and resolve this type of crime.

The provision of Article 166 of the Criminal Code legalizes the illegal use of assets and proceeds obtained through crime, which coincides with the elements of the crime of receiving and selling property obtained through committing a crime specified in Article 155 of the Criminal Code, creating a situation of uncertainty in the classification in practice.

On January 16, 2014, the Parliament amended Article 166 of the Criminal Code, defining the crime as “knowingly receiving, possessing, using, or concealing the illegal source of funds, money, or income derived from a crime, or changing or transferring it with the intention of helping any person involved in the commission of the crime to evade legal liability, or concealing or disguising its true nature, source, location, method of disposal, owner, or property rights,” and adding the new crime of concealing the illegal origin of funds and other property.

Article 18.6 of the revised Criminal Code approved by the Parliament in 2015 legalized the criminality of “Money Laundering.” The specific nature of the crime of money laundering, as set forth in Article 18.6 of the Criminal Code, is that the subject matter of the crime, the method of action of the objective side, the purpose of the crime, the form of guilt, and the nature of the crime are changed to mandatory characteristics of this crime and are legislated to impose criminal liability on legal entities.

Countries around the world use a variety of approaches to define predicate offences for money laundering, including all serious crimes, setting a “threshold” to cover specific types of crimes, making them dependent on the length of the sentence for the predicate offence (the threshold approach), creating a list of predicate offences, or a combination of all of the above (Tumurbat.B, 2013).

According to the 2008 and 2009 laws on amendments to the Criminal Code, the predicate offenses of money laundering are defined by using the above-mentioned threshold method to specify the category of crimes and specific types of crimes. However, Article 18.6 of the 2015 Criminal Code does not define the predicate offenses of money laundering.

Money laundering is closely related to the predicate criminal activity that generated the funds. This in itself creates the opportunity to continue the criminal activity.

The Financial Action Task Force (FATF) 40+9 Recommendations consider the act of money laundering as the illegal proceeds obtained by committing any of the crimes listed below as a money laundering offense and defines its predicate offenses. It includes (FATF, 2003):

- Formation, membership, and harassment of organized crime groups;
- Terrorism and financing of terrorism;
- Trafficking in persons and smuggling of migrants;



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– Sexual exploitation (including sexual exploitation of children);

– Illicit trade in narcotic drugs and psychotropic substances;

– Illicit arms trafficking;

– Theft and other illicit trade in goods;

– Corruption and bribery;

– Fraud;

– Counterfeiting of currency;

– Counterfeiting of goods and products and infringement of copyright;

– Crimes against the environment;

– Murder, serious harm to health;

– Kidnapping, unlawful imprisonment, hostage-taking;

– Theft, robbery;

– Illegal importation of goods across the state border (including issues related to customs and value-added tax);

– Tax crimes (including direct and indirect taxes);

– Extortion;

– Forgery of documents;

– Piracy;

– Illegal use of insider trading information and illegal activities in the securities market..

It also states that a country may determine, in accordance with its national legislation, the type of crime and the elements of the crime that constitute a particularly serious crime when including it in this list.

FATF Recommendation 3 establishes other standards in relation to the criminalization of money

laundering, in addition to the definition of the crime of money laundering based on the UN Vienna Convention and the Palermo Convention. Specifically,

1. Identify the predicate offenses that constitute money laundering. This definition should not only include all serious crimes but should also be considered in the broadest possible way. In addition, the possession of equipment, objects and substances listed in Tables I and II of the Annex to the Vienna Convention, knowing that they are used for the illicit cultivation or production of narcotic drugs and psychotropic substances, or are intended for such use, and the incitement or incitement of the public to the illicit use of narcotic drugs and psychotropic substances in any form, shall be deemed to constitute a predicate offence for the offence of money laundering, provided that the State in which the offence was committed considers such conduct to be a predicate offence and that such conduct is a predicate offence under national law.

In order to identify and prove classic money laundering crimes, which are not of a commercial nature, which would be a major impetus for improving the fight against money laundering, it is necessary to define in detail the predicate crimes of this type of crime and legalize them in the Criminal Code.

Crimes against property rights account for the majority of the predicate crimes classified as money

laundrying and resolved by courts in Mongolia.

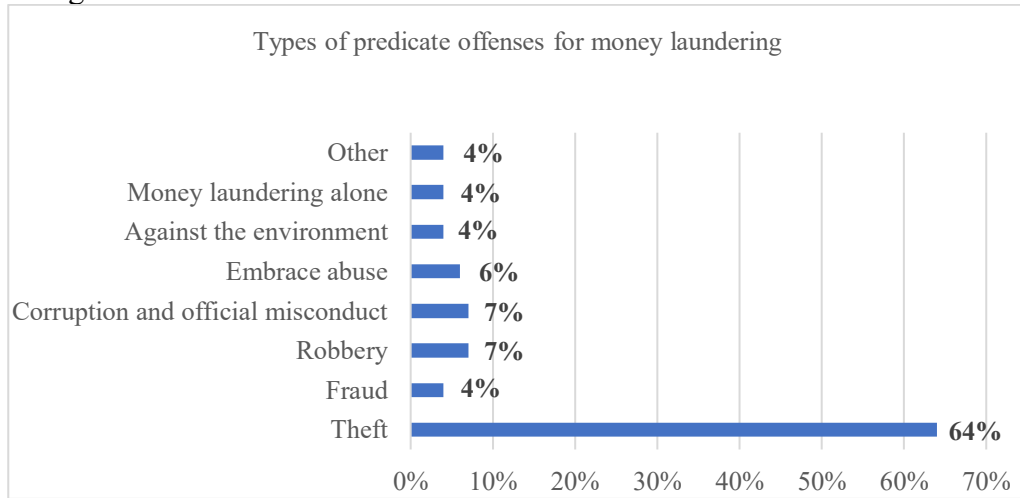


Chart №1. Types of predicate offenses for money laundering

In 2019, one of the main reasons why the Financial Action Task Force (FATF) placed Mongolia on its watch list, or “Grey List,” was the insufficient number of criminal cases resolved by the courts, namely, the insufficient number of “investigating crimes and acts related to money laundering and imposing effective, proportionate, and dissuasive penalties on criminals.”

An analysis of the criminal cases investigated and resolved for money laundering in 2020 shows that the predicate offences of this type of crime often include theft, fraud, environmental crimes, including illegal mining of minerals, and corruption. In particular, more than 80 percent of cases resolved by the courts are theft, including the theft of someone else’s mobile phone, which is a crime that involves knowingly receiving, possessing, or using assets obtained through crime, and the

majority of money laundering crimes in our country.

In the case of the first and appellate courts, when considering money laundering crimes, there are violations such as returning the grounds for rejection to the court of the relevant instance or to the prosecutor without providing a legal explanation when evaluating the evidence and documents collected in the case, or not discussing the guilt of committing the crime of money laundering by the supervisory court. In other words, there are many cases where the case is returned on the grounds that the crime of money laundering cannot be solved because the crime of money laundering has not been ultimately determined.

According to the decisions of the appellate and supervisory courts, the criminal case was returned to the first instance court for retrial on the grounds that it was impossible to conclude whether the crime of money



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laundering was committed while the participants in the case were arguing about whether the crime of money laundering was committed or not, or to the prosecutor to determine whether they were complicit in the crime of property rights.

This is understood to mean that, in accordance with the principle stated in Article 1.4 of the General Chapter of the Criminal Code, “A person who has been found guilty of committing a crime specified in this law shall be held criminally liable,” after the person who committed the predicate crime has been convicted by a court, or after the court has determined that the assets, money, or income were obtained through the crime, the person who has received, possessed, used, concealed, altered, transferred, or disposed of the assets, money, or income obtained by the crime, is held criminally liable, which is one of the conditions that will delay the final resolution of the crime of money laundering (Batjargal.B, 2018).

The above situation indicates that there is no unified understanding of the nature of the elements of money laundering and that judicial practice has not been established.

However, although the number of cases referred to court for consideration is a small percentage compared to the number of cases investigated for money laundering, this indicator has increased steadily over the past five years. For example, this indicator increased by 22 cases in 2018, or 8.3 times; by 12 cases in 2019, or 48%; and by 16 cases in

2020, or 30.2%. This indicates that judges, prosecutors, and investigators have gained experience in handling money laundering crimes, investigators' investigation methods have improved, and cooperation between law enforcement agencies and banking and financial institutions has expanded. However, in 2021, this indicator decreased by 30 cases, or 56.6%, which may be related to the global pandemic. However, it increased by 2 times in 2022 and 2.5 times in 2023.

Among the problems, causes, conditions, and influencing factors in the investigation and resolution of money laundering, a significant proportion are the errors and shortcomings made by investigators during the investigation. For example, investigators lack knowledge and methods of understanding and following up on money laundering, are not fully qualified, have not developed a perfect legal framework, and lack of cooperation between law enforcement and banking and financial institutions.

Due to these circumstances, while allowing those involved in money laundering to evade punishment, the fight against and detection of this type of crime is slowing down. Therefore, organizations responsible for combating this type of crime need to educate their officers about the nature and characteristics of money laundering, improve their professional skills, expand cooperation between international and domestic law enforcement and banking and

financial institutions, improve the legal framework for combating this type of crime, and properly define the predicate crime.

According to judicial practice, there are no cases where money laundering has been solved separately. It has always been combined with the predicate crime and criminal liability imposed. This does not comply with the international recommendation to “solve solely as money laundering” and requires the establishment of the predicate crime. Some criminal cases are returned to the prosecutor and the court of first instance thereby giving the perpetrator the opportunity to evade punishment and delaying the resolution of criminal cases.

Solving money laundering crimes separately is likely to produce results faster because it is ‘easier’ than detecting and proving the predicate crime.

Conclusion

Despite the adoption of numerous international treaties and conventions by the United Nations and international organizations to combat money laundering, this type of crime remains a global problem. Money laundering undermines the country's economic security and financial system, causing serious damage to society and the economy.

The Mongolian Parliament and the Government have paid special attention to ensuring economic security and combating money laundering, and have paid attention to improving the legal regulations and creating a system to combat this type of crime, and have implemented step-

by-step and multifaceted measures. As a result, the legal environment for combating this type of crime has been established to a certain extent, but there is still a need to further improve it and define the predicate crimes in accordance with international standards and methods.

Although Mongolia has brought its national legislation into line with international treaties and conventions adopted in the fight against money laundering, and in accordance with the recommendations of international organizations the incidence of predicate crimes such as corruption illicit trafficking in narcotic drugs and psychotropic substances, and crimes against the environment has increased, and the level of hidden crimes is high due to the insufficient resolution of money laundering crimes.

In Mongolia, over 80% of the money laundering crimes resolved by courts in the last five years have been crimes against property rights with low damage. Although the lack of detailed definition of the predicate crime of money laundering and the general formulation of ‘crime’ as a ‘crime’ have had a positive impact on the resolution of such crimes, the insufficient resolution of predicate crimes committed across state borders and in an organized manner, the unclear movement and circulation of assets and income obtained from crimes and weak control have allowed citizens and legal entities to evade punishment.

Considering that money laundering is a multi-stage,



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transnational, and organized crime, and is extremely complex and time-consuming to investigate and resolve, it is necessary to increase the statute of limitations for this type of crime, classify money laundering as a separate crime from the predicate crime, and conduct prompt investigation, review, and adjudication.

Recommendations

Based on the above conclusions, the following proposals are made to improve the legal regulation and system for combating money laundering. These include:

1. Increase the statute of limitations for money laundering, based on the fact that Article 11, paragraph 5 of the “United Nations Convention against Transnational Organized Crime” stipulates that the statute of limitations for money laundering is long and that the statute of limitations should not be an opportunity or condition for the perpetrator to avoid the trial and judgment of the court;

2. Tighten the sentencing policy for money laundering;

3. Introduce legal regulations and practices to investigate and resolve money laundering separately from the predicate crime in accordance with the recommendations issued by the international financial sanctions organization FATF;

4. Consider the acquisition, storage, and sale of property obtained through criminal acts as separate crimes from money laundering;

5. Study and introduce the experience of foreign countries on

asset management in investigative activities;

6. The FATF Recommendations, the Vienna Convention, and the Palermo Convention stipulate that “the possession of narcotic drugs and psychotropic substances, knowing that they are being used for the illicit cultivation or production of narcotic drugs and psychotropic substances, or that they are intended for such use, or the incitement or incitement of the public to the illicit use of narcotic drugs and psychotropic substances, in any form, shall be considered as a “serious crime”, “formation of or participation in an organized criminal group”, “corruption offence”, “obstruction of justice” and all types of crimes involving an organized criminal group shall be considered as predicate crimes in accordance with Article 6(2) of the Palermo Convention.

7. For countries that use the “threshold method” or “mixed method including the threshold method” to determine the predicate offense, the threshold shall be set to include “all serious crimes” and “all crimes specified in the Criminal Code with a maximum term of imprisonment of more than one year or a minimum term of imprisonment of more than six months.”

8. Correct the fact that the definition of the crime of “unjust enrichment” specified in Article 22.10 of the Criminal Code also includes the crime of money laundering, which violates Article 20 of the United Nations Convention against Corruption, and therefore comply with

FATF Recommendation 3, Vienna Convention 3, Palermo Convention 6, and the United Nations Convention against Corruption.

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MONGOLIA BORDER AREA FOREST AND FIELD FIRE RISK ANALYSIS

(Based on the example of the Selenginsky province)

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Abstract: It is very important to develop cooperation between public and private sector organizations, establish multi-stakeholder cooperation and define the roles and responsibilities of stakeholders in forest fire prevention and response measures in the border regions of Mongolia.

In this research paper, the forest drought and forest fire risk in the border areas of Mongolia was developed using satellite data program (MOODIS). The risk was analyzed using forest drought and forest fire index, using Selenga province as an example.

Coordination of the activities of disaster protection units with the state administrative center and local administrative organizations in the field of extinguishing and reducing the risk of forest fires, implementing regulatory legal norms using methods of subordination in vertical and horizontal directions of coordination has also been established.

Keywords: Fire risks, degree of dryness, reduce risk, industry cooperation

Introduction

Forest and field fires are disasters that significantly impact the ecology, environment, and economy of countries worldwide, posing a serious risk to public safety. For instance, according to the mid-term report on the implementation of the Sendai Action Framework for Disaster Risk Reduction (National Emergency Management Agency, 2022), Mongolia's analysis of climate change impacts indicates that from 1999 to

2012, the area covered by forests decreased by 4.1%. During the same period, the frequency of forest and wildfires increased, leading to a 13.3% rise in the area burned. Projections suggest that between 2030 and 2050, areas affected by forest pests may increase by 1.4 to 13 times, and the area impacted by forest fires could expand by 512,000 hectares (International Civil Defence Organization, n.d.).

1. The report identifies one

significant cause of these risks: forest and wildfires resulting from human activities. For example, an analysis of forest fire causes in various countries reveals that human activities account for 95% of forest fires in Europe ([http:// icdo.org](http://icdo.org)) 95.7% in China (Natural hazards research journal, 2023), 95% in Mediterranean countries (iForest - Biogeosciences and Forestry, 2013), and 98% in the Balkan region (Guide to Preventing and Protecting Against Forest and Field Fires, 2019).

In many countries of the world, geographic information systems and remote sensing software are used to prevent disasters, forest and wildfires, and provide emergency services.

In the same way, in the case of forest and field fires in our country, by using geographic information systems and remote sensing methods, it is possible to determine the location of the fire, the location of the fire, the size of the area likely to be at risk, and the necessary people and technical equipment to carry out the necessary evacuation and repair the damage can be calculated. It is important to reduce vulnerability, prevent risks, and overcome disasters with less damage.

The program (MOODIS) used in this study is useful to determine the aridity index using satellite data (temperature, soil moisture, plant density) for fire risk determination and forecasting, and the use of satellite data is useful to improve environmental monitoring and management processes.

Main component

Territorial Characteristics of Selenge Province: Selenge Province covers an area of 41152.6 km² and shares its northern border with Russia. It is located adjacent to the western part of the Khangai mountain range and the eastern part of the Khentii mountain range, with an elevation ranging from 600 to 1.200 meters above sea level.

This province is significant, as it contains over 10% of Mongolia's forest resources and 55% of its flowing water.

Selenge Province encompasses 1,607.5 thousand hectares of forest land, where 90.1% of the area is covered by forests. Additionally, 7.3% of the land consists of other areas within the forest reserve, such as forest gaps and strips, while 1.3% has been cleared. Another 1.3% of the land is designated as part of the forest reserve.

2. When analyzing the distribution of forest land by sum, we find that 31.1% of the total wooded area is located in Yeru sum, 19.3% in Mandal sum, 1% in Khuder sum, and 8.9% in Altanbulag sum. The overall composition of the forests is as follows: 30.1% mixed birch and aspen forest, 28.1% pine forest, 25.3% larch forest, 15.3% cedar forest, and 0.1% spruce forest (Land Resources Management Plan for Selenginsky District, 2007)

It is important to note that the border regions of Selenge Province are at a high risk of fire due to various factors, including natural explosions and dryness.



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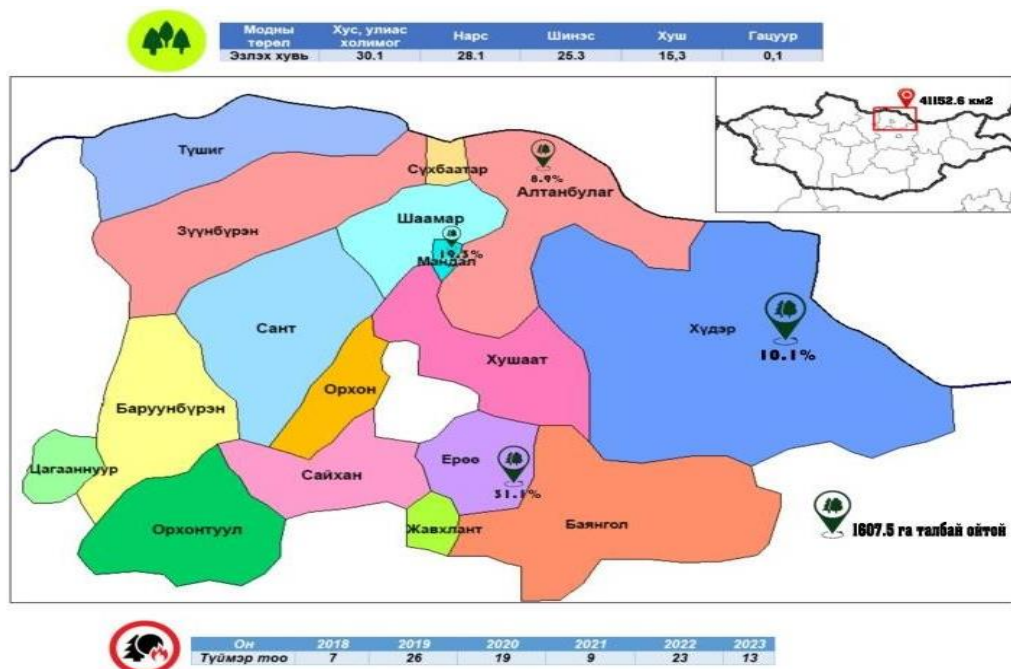


Figure-1. The proportion of forests in Selenge province, number of fires in the last 6 years

Province	2018	2019	2020	2021	2022	2023
Dornogobi		2				
Dundgobi		1				
Selenge	7	26	19	9	23	13
Tuv	2	6	7	2	8	4
Darkhan-Uul		1			2	
Gobisumber			1		1	3

Table-1. The number of forests and wildfires is listed twice.(2018-2023), (Districts by decision of the Governor of that level)

Analyzing the number and frequency of wildfires over the last six years in the northern provinces, it was found that Selenge province experienced a significant number of these incidents. Out of 97 forest and field fires

recorded, a very high percentage occurred in the years 2019 and 2022, ranging from 48% to 72%. This indicates that the northern region has a higher risk of forest and field fires compared to other provinces.

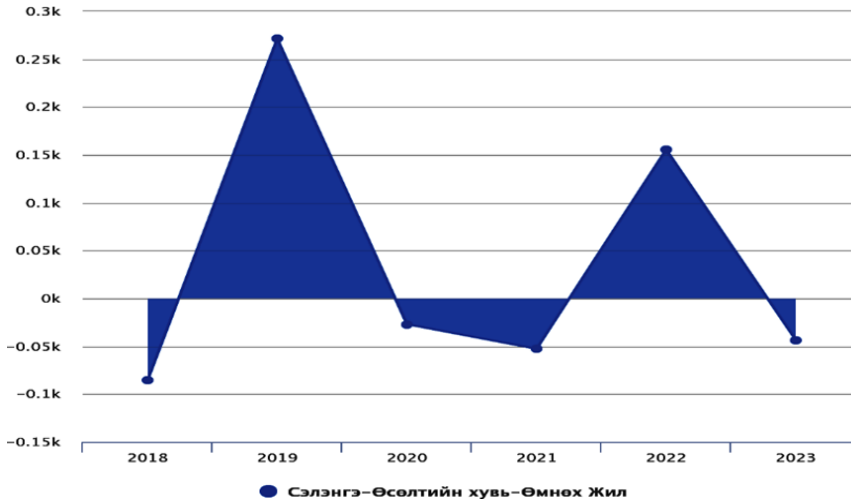


Figure-2. From 2018 to 2023, the occurrences of forest and field fires in Selenge Province are illustrated through graphical representations, highlighting both growth and decline trends.

According to the graph above, forest and wildfires have decreased by 56.5 percent in 2023 compared to the previous year.

Evaluation of current fire risk in forests and grasslands using MOODIS satellite data:

In this research, we utilized the MOODIS software to assess the fire risk of forest and field fires across Mongolia as of September 24, 2024.

The evaluation was based on the dryness index.

The relationship between the degree of fire risk and the dryness index is direct: as the dryness index increases, so does the potential fire risk, as indicated by MOODIS satellite data. Therefore, it's crucial to develop strategies for monitoring and managing fire risks based on the aridity index during this research.

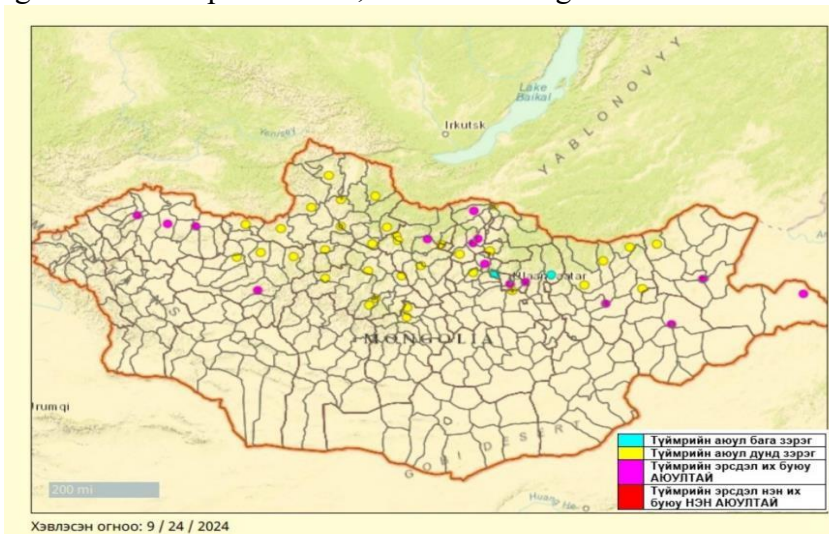


Figure-3. (WGS84 Latitude, Longitude: 41.1952, 121.6187 UTM48 Latitude, Longitude:

1895926.9971, 4695800.0999) Source: <https://forest.gov.mn/website/>

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<i>№</i>	<i>Province</i>	<i>Soum</i>	<i>Risk level</i>	<i>Dryness index</i>
1	Dornod	Kherlen	High	3259
2	Dornod	Khalkh	High	3238
3	Sukhbaatar	Baruun-Urt	High	3148
4	Selenge	Orkhon	High	2941
5	Uvs	Ulaangom	High	2723
6	Khentii	Bayankhutag	High	2508
7	Zavkhan	Aldarkhaan	High	1945
8	Uvs	Baruunturuun	High	1896
9	Tuv	Erdene	High	1869
10	Selenge	Tsagaannuur	High	1834
11	Selenge	Saikhan	High	1713
12	Selenge	Sukhbaatar	Medium	1704
13	Tuv	Jargalant	High	1662
14	Bulgan	Bugat	High	1516
15	Uvs	Malchin	High	1501
16	Selenge	Orkhontuul	Medium	1178
17	Tuv	Ugtaaltsaidam	Medium	1043
18	Orkhon	Bayan-Undur	Medium	879
19	Selenge	Bayangol	Medium	432
20	Selenge	Baruunkharaa	Medium	432
21	Tuv	Mungun Morit	Low	350
22	Tuv	Bayanchandmani	Low	223

Table-2. Wildfire risk in the total area of Mongolia (by dryness index)

The selected points from the accompanying illustration and table indicate the degree of fire risk and the dryness index for various provinces and districts in Mongolia's forest regions. The aridity index helps assess the dryness of the land surface, which can increase the risk of wildfires.

1. Kherlen and Khalkh Soums (Dornod Province): These sums have the highest dryness indices, measuring 3259 and 3238 respectively, categorizing their fire risk as "dangerous." This heightened risk is attributed to the region's dry climate

and vegetation loss.

2. Sukhbaatar, Selenge, and Uvs Provinces: The aridity indices for these provinces range from 2941 to 2723, also falling into the "dangerous" category, indicating an increased fire risk in these areas.

3. Central Province: Some districts in Central Province, such as Ugtaaltsaidam and Mungunmorit, are classified as having "medium" and "low" fire risk, with a dryness index of 1043 and 350. This suggests that the region benefits from more stable water resources and environmental

conditions.

The study concluded that climatic conditions, as indicated by MOODIS satellite data, highlight the importance of managing and preventing forest and wildfire risks based on the dryness index.

The participation, cooperation, and information exchange of relevant parties are very important in forest and wildfires, especially in the prevention and control of cross-border fires, as well as in response planning and management.

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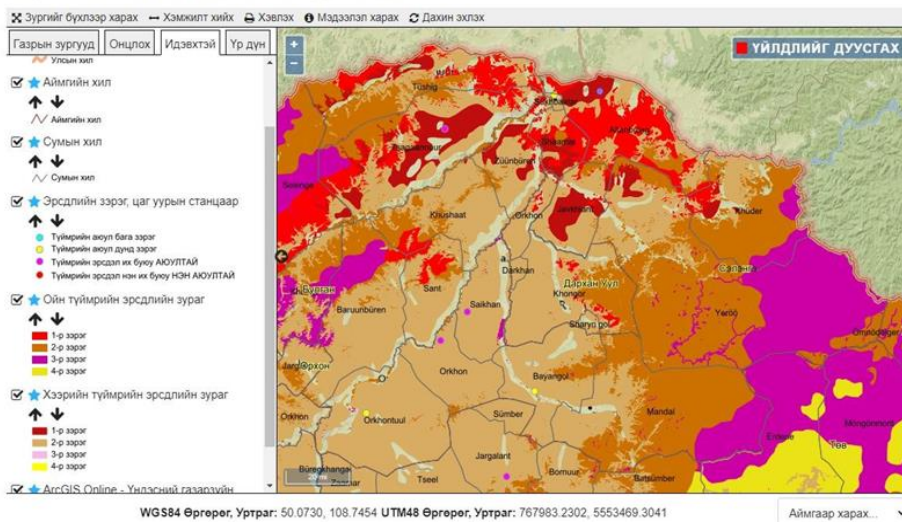


Figure-4. Forest and field fires in Selenge Province the location of the interest zone (point).

The above illustration shows that as of September 2024, there are 30 low-risk points, 224 medium-risk points, and

176 high-risk points in the territory of Selenge province.

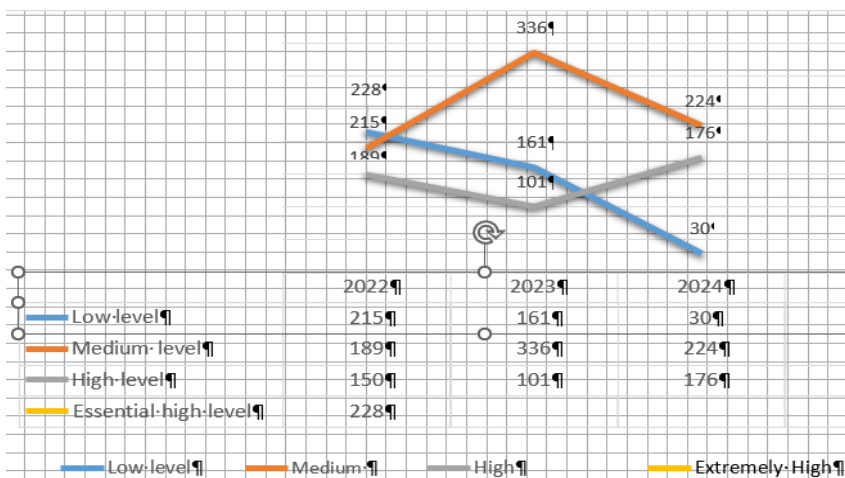


Table-4. Forest and wildfire risk area of Selenge province A comparative study of (dot).

For areas in Selenge province prone to forest and wildfires, attention



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to 176 high risk points as of September 2024 highlights the need to enhance regional preparedness for preventive measures.

To reduce the risk of forest and wildfires, it is essential to quickly organize and coordinate interdisciplinary disaster prevention activities, exchange news and information, and optimally distribute resources.

That is why the National Disaster Management Authority is established concurrently on the basis of the central administrative center and local administrative organizations and other relevant organizations by the

member of the Government in charge of emergency situations, local administrations in provinces, sums, capitals and other relevant organizations (Accordi Districts by decision of the Governor of that level).

ng to Annex 1 of Resolution No. 347 of 2018 of the Government of Mongolia, 12 state disaster protection services are established. The head of the State Disaster Protection Service shall be the Minister of the respective sector or the head of the agency. There are disaster protection services in aimag, the capital city, soum and districts.

It includes the following:

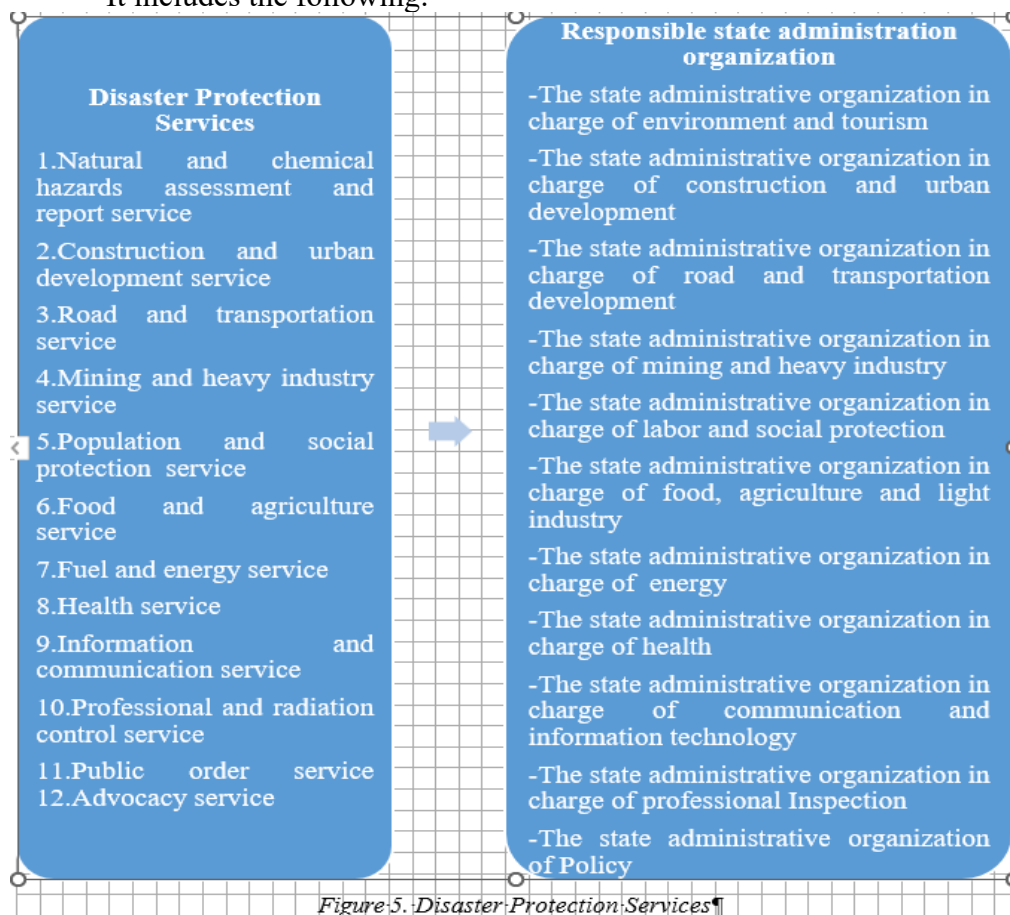


Figure 5. Disaster Protection Services

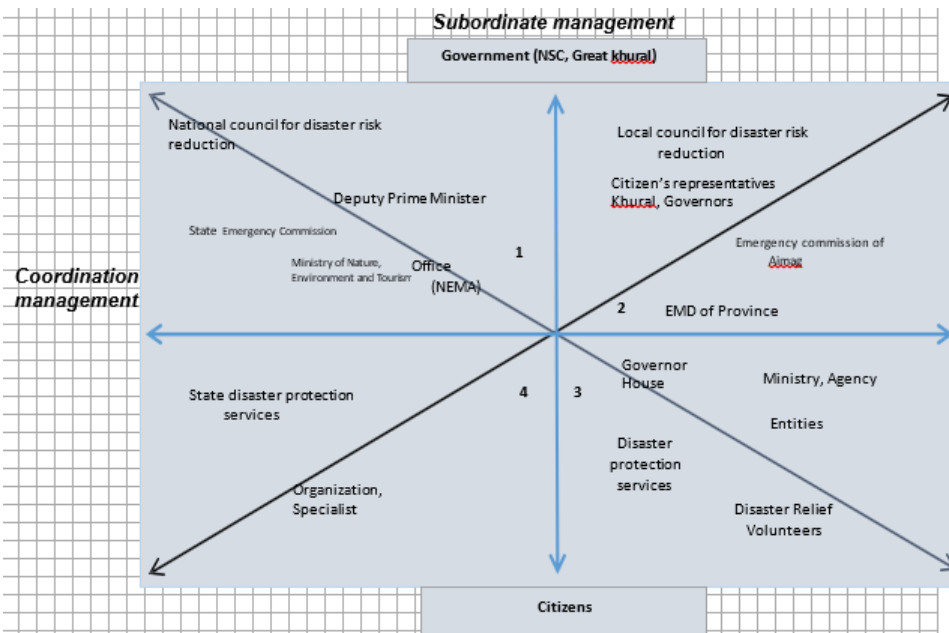
FUNCTIONS OF THE DISASTER PROTECTION SERVICE

- To plan sectoral disaster protection activities, to get approval for the required budget and to organize the implementation of the activities;
- To incorporate and implement disaster risk reduction measures in the sector development policy and strategic planning;
- To implement and report legislations and decisions of higher level organizations;
- To determine the composition of the disaster protection service in accordance with the specifics of the sector, to establish a professional unit and to ensure their training, preparedness and readiness;
- To ensure the operational stability of the sector during disasters and accidents;
- To ensure the constant readiness of the sector warning system;
- To develop relevant rules, regulations, guidelines, instructions and standards within the area of responsibility and to get them approved.

Table-3. Implementation functions

In the past three years, the state disaster protection office of Selenge province has undertaken various measures to address disaster risks, including analyzing forest fire statistics and enhancing coordination between the state administrative center and local organizations.

The implementation of regulatory legal guidelines was assessed using the six tools identified by van der Volt and du Toit, which are categorized into vertical (subordination), vertical coordination, and horizontal coordination.



Definition: 1, 4-Inter-sectoral relations 2, 3-Relations between Aimag and soum management.

1,2-Relations at the branch and aimag level 3,4-Branch and soum level relations

The analysis of relevant laws and regulations indicates that the legal



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framework governing the coordination of activities between state and local administrative bodies is inadequate. The existing provisions are unclear, which appears to stem from a lack of theoretical understanding and methodological knowledge regarding coordination and operational alignment.

The National Agency for Meteorology and Environmental Monitoring is responsible for issuing alerts in the short, medium, and long term. This includes informing the public and providing warnings during natural disasters. The NAMHEM, an organization involved in disaster management, will issue disaster warnings in collaboration with its provincial offices and report any potential disasters to the provincial governors.

According to Government Resolution No. 286 of 2015, the disaster warning information provided by the National Agency for Meteorology, Hydrology and Environment Monitoring to the National Emergency Management Agency (NEMA) will also be shared with the public. The NAMHEM uses a radar system for early disaster detection. However, this radar system has limited coverage; it can only provide preliminary information about phenomena occurring within 200 km of Ulaanbaatar city.

The Institute of Water, Meteorology, Environmental Research, and Information, which operates under the National Agency for Meteorology, Hydrology, and Environment Monitoring, focuses on

research development. It is responsible for processing satellite data on weather, which is essential for NEMA and other organizations. The institute also provides information on natural disasters, including droughts, forest fires, and wildfires.

A database containing information about natural disasters and forest fires is available on the website of the Environmental Information Center. This page is now under the jurisdiction of the institute's environmental database.

Conclusion

The risk of forest and field fires in border areas of Mongolia is determined by the drought index as of September 24, 2024 using MODIS satellite data.

If we identify and evaluate the points that determine the degree of risk of forest and forest fires:

- the dryness index of Kherlen and Khalkh sums in Dornod province is the highest (3259 and 3238), which means that the fire risk is "dangerous";
- The drought index of Sukhbaatar, Selenga and Ub provinces ranges from 2941 to 2723 and is classified as "dangerous". However, the results of some central provinces (Ugtaaltsaydam, Silver Horse) are included in the "medium" and "low" ratings.

In order to reduce and prevent the risk of forest and forest fires, coordinate activities between the state administrative center and local administrative organizations, as well as implement regulatory legal norms, the work and activities of the State Administration for Protection from

Natural Disasters of the Selenginsk Velayat in the city have been carried out over the past 3 years, as well as an analysis of the subordination of management in forest fire statistics.

When analyzing using the method, the lack of legal regulation and professional management in terms of coordination and coordination of activities between the central state administration and local authorities was established. administrative organizations.

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THE SOME ISSUES IN SECURITY MANAGEMENT IN THE AGE OF HUMANITARIAN AID TRANSPORTATION

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Abstract: This study aimed to identify the factors influencing security management during the transportation of humanitarian aid, particularly in the context of severe winter weather in specific provinces of Mongolia. The challenges of security management in this sector are intensified by the growing political instability and conflict in regions that require assistance. This situation necessitates comprehensive risk assessments and adaptive strategies to ensure the safe delivery of aid.

Integrating Security Risk Management (SRM) frameworks within humanitarian operations is vital for organizations to fulfill their duty of care while effectively delivering aid in high-risk environments. As humanitarian needs escalate due to climate change and ongoing conflicts, there is a pronounced disparity in security resources between international organizations and local actors. This highlights the urgent need for equitable funding models that can enhance overall security management capabilities.

The our study specifically involved officers from Umnogovi, Bayankhongor, Uverkhangaï, Dundgov, Govsumber, and Dornogovi provinces, focusing on the unique challenges posed by heavy snowfall during the winter and spring of 2024. These environmental conditions complicate logistics and increase risks associated with transporting humanitarian aid. By addressing these factors, the study aims to provide insights into improving security management practices that can better support humanitarian efforts in vulnerable regions facing extreme weather events.

In conclusion, while the foundations of security management in humanitarian aid transportation are established, ongoing evaluations and enhancements are essential to adapt to evolving risks and ensure the safety of all involved parties.

Keywords: Security management, risk, security during transportation

Introduction

Security management is a comprehensive approach aimed at protecting an organization's assets,

including people, information, and physical resources, from various risks. It encompasses a structured framework that involves several key components

and processes to ensure effective protection against threats.

Security management in humanitarian aid transportation is a critical concern, particularly in regions facing political instability and conflict. A rising security risks is that the humanitarian aid workers face significant threats including violence and kidnapping especially in high-risk areas (Michael, 1980). In 2022, for instance, 444 aid workers were victims of major attacks, highlighting the urgent need for effective security measures during aid delivery.

Complex Logistics and Planning of the transportation of humanitarian aid requires meticulous logistical planning to navigate environmental challenges and security threats. Organizations must develop comprehensive logistics plans that consider local infrastructure, security conditions, and potential risks to ensure safe and efficient delivery (James, 1972).

Coordination and engagement with local authorities and communities is essential for effective security management. Local actors possess critical knowledge of the area which can facilitate safer routes for aid delivery and enhance trust among aid organizations and the affected populations.

Organizations must establish clear security policies and procedures that define their security posture and operational protocols. These policies should comply with legal and regulatory requirements to ensure comprehensive protection. Identifying potential security threats and

vulnerabilities is crucial. This process involves assessing the risks associated with each threat, considering both the likelihood of occurrence and the potential impact on the organization.

Once risks are identified, organizations develop strategies to mitigate them. This includes implementing technical controls (like firewalls) and procedural controls (such as access policies and incident response plans). Regular training sessions for employees are essential to educate them about security policies, potential threats, and best practices for maintaining security.

Implementing measures to ensure that only authorized individuals have access to sensitive information and resources is critical. This includes monitoring user access rights. Organizations must continuously monitor their environments for unusual activities using tools like intrusion detection systems and security information management systems. A predefined incident response plan is necessary to address security incidents effectively. This includes identifying, managing, and mitigating incidents while communicating with relevant stakeholders. Regular audits of the organization's security posture help ensure compliance with internal policies and external regulations allowing for continuous improvement of the security program. Security policies and procedures should be periodically reviewed and updated to adapt to changing threats, technologies, and business objectives.



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Two. Theoretical concepts of security management

The integration of Security Risk Management (SRM) practices is essential for enabling effective humanitarian operations in high-risk environments. Effective SRM involves several key components, including the development of organization-specific security policies, conducting regular risk assessments, and ensuring that all staff members receive thorough training in security protocols. These practices are crucial for organizations to fulfill their duty of care obligations and protect both personnel and aid recipients.

Effective security risk management helps organizations protect sensitive information, comply with regulatory requirements, and maintain customer trust as security risk management is an ongoing process that plays a vital role in safeguarding an organization's assets against potential threats. By following a structured approach involving identification, analysis, evaluation, treatment, and monitoring of risks, organizations can enhance their resilience against security incidents while ensuring compliance with relevant regulations.

Security risk management is a systematic approach to identifying, assessing, and mitigating risks that could adversely affect an organization's assets, operations, and reputation. This process is crucial in today's digital landscape where data breaches and cyber threats are prevalent.

The challenges associated with delivering humanitarian aid securely in

difficult environments highlight the complexity of effective operations. Various factors can threaten the safety and efficiency of aid transit, particularly in regions experiencing instability or extreme weather conditions.

Extreme weather conditions exacerbated by climate change pose additional challenges. Disruptions to transport and supply chains due to severe weather events can hinder the delivery of essential supplies. For example, communities affected by cyclones may become isolated, complicating rescue and relief efforts. Moreover, climate change increases the frequency of natural disasters, leading to a rising demand for humanitarian assistance that outstrips available resources.

Our research hypothesis posits that specific elements will significantly impact the security of humanitarian aid transit in Mongolia, grounded in our core theory. The hypotheses are as follows:

Hypothesis 1: Identifying, analyzing, and minimizing risks will lead to improved safety management during the transportation of humanitarian aid. By systematically addressing potential threats, organizations can enhance their operational resilience.

Hypothesis 2: Ensuring security during the transportation process will substantially contribute to overall security management. Effective measures during transit not only safeguard personnel but also ensure that aid reaches those in need without undue delay or risk.

These hypotheses aim to provide a framework for understanding how strategic SRM practices can enhance the effectiveness and safety of humanitarian operations in challenging contexts.

Three. The results of research work

In order to evaluate a total of 16 questions to determine one independent variable and three relevant variables within the scope of the research topic and theory, the influence of some emergency service personnel on security management during the transportation of humanitarian aid in the Govi region was studied (Dorminey et al., 2010).

Thirty-five officers from the Emergency Management Department of the Southern Region of the National Emergency Management Agency as

the Department of Emergency Situations of Umungovi Province, the Department of Emergency Situations of Bayankhongor Province, the Department of Emergency Situations of Ovorkhangai Province, the Department of Emergency Situations of Dundgovi Province, the Department of Emergency Situations of Govisumber Province, and the Department of Emergency Situations of Dornogovi Province participated in the survey.

The reason why the Southern region was chosen is that in the winter and spring of 2024, there was significant amount of snow. The officials of the said province were involved in the transportation of humanitarian aid and its security. (Douglas, 2009).

Variable	Questions	code	mean	average
Risk	risk identification	A1	3.26	3.37
	risk assessment	A2	3.14	
	risk reduction	A3	3.71	
Safety during transportation	shipping planning	B1	2.71	3.12
	shipping arrangements	B2	2.63	
	shipping control	B3	4.03	
Security Management	provide security warnings	C1	4.29	3.87
	manage security	C2	4.11	
	review security	C3	3.26	
	safety monitoring and feedback	C4	3.77	

Table-1. Factors affecting safety management (35 participants)

Through the research work, the average value of each questionnaire and the weighted average value of the average value were calculated and analyzed. The average value of each variable was visualized (table 1, graphs 1-3). Based on the results of the study,

the average safety value during demand identification, evaluation, and reduction is 3.37, the average safety value during transportation is 3.12, and the safety management is 3.87, so the overall result is greater than 2.5, which is sufficient, and does not reach 5. It is





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concluded that there is a need for further improvement.

chart 1. Average rating

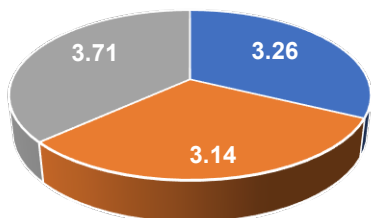


chart 2. Average rating

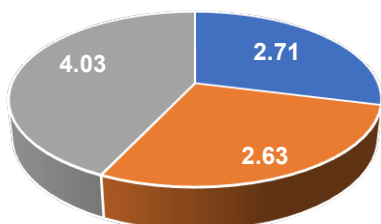
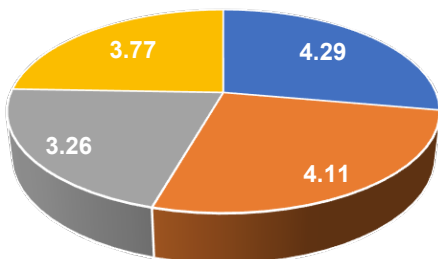


chart 3. Average rating



Note: Research results

Four. Conclusion

As a result of the research, the main factors influencing the security management during the transportation of humanitarian aid were identified. The role and participation of emergency service personnel, environmental and climatic conditions,

and the need to improve the effectiveness of management were determined.

The research highlights several key factors influencing security management during the transportation of humanitarian aid, emphasizing the critical roles of emergency service personnel, environmental and climatic conditions, and the necessity for enhancing management effectiveness. The involvement of emergency service personnel is crucial in ensuring the safety and security of humanitarian operations. Their training and experience are vital for navigating complex and often dangerous environments where aid is needed.

Environmental and climatic conditions adverse weather and environmental factors can significantly impact transportation logistics, necessitating robust planning and risk assessment to mitigate potential disruptions in aid delivery. Although management effectiveness and current security management practices are deemed sufficient, there is a recognized need for improvement. This includes enhancing protocols for risk reduction and safety measures to protect both aid workers and recipients.

It is also emphasized that although the security management is at a sufficient level, further attention needs to be paid to risk reduction and safety improvement. Summing up the evaluations of the participants who participated in the research, the average values of the questionnaires were generally higher than 2.5, but did not reach the 5-digit. This suggests that

while there are strengths in current practices, significant gaps remain that must be addressed to ensure the safety of humanitarian operations.

Risk reduction is a pressing need in order to implement more effective strategies for risk assessment and management to protect humanitarian workers from violence and operational challenges. Safety enhancements continuous training and support for personnel involved in humanitarian logistics can bolster their capacity to respond effectively to threats.

In conclusion, while the foundations of security management in humanitarian aid transportation are established, ongoing evaluations and enhancements are essential to adapt to evolving risks and ensure the safety of all involved parties.

Proposed Offer:

Based on the results of the research, two suggestions are put forward to help ensure more effective safety management and reduce risks. They include:

1. Improve the training and preparation of emergency service personnel: The training should include topics such as nature and climate

conditions, new safety management methods, and risk management, and improve the knowledge and skills of emergency personnel. This will allow them to better understand the situation and address security issues more effectively.

2. Improvement of the internal evaluation and control system of safety management: It is necessary to improve the system for evaluating the effectiveness of safety management, as well as to update risk assessment and control methods. Consequently, based on the average values of the questionnaire, it is advisable to make regular evaluations and regularly update the management plan.

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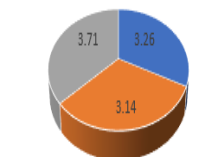
Appendix



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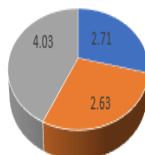
Тазмаглал 1			Тазмаглал 2			Аюулгүй байдлын мониторинг			
эрсдэл тодорхойлох	эрсдэл үнэлэх	эрсдэл бууруулах	тээвэрлэлтийн төлөвлөлт	тээвэрлэлтийн зохион байгуулалт	тээвэрлэлтийн хяналт	аюулгүй байдлын анхааруулга өгөх	аюулгүй байдлыг удирдан охион байгуулах	аюулгүй байдлыг хянан мэдээлэх	аюулгүй байдлыг хянах, эргэх холбоо
3.26	3.14	3.71	2.71	2.63	4.03	4.29	4.11	3.26	3.77

Үнэлгээний дундаж утга



■ эрсдэл тодорхойлох ■ эрсдэл үнэлэх
■ эрсдэл бууруулах

Үнэлгээний дундаж утга



■ тээвэрлэлтийн төлөвлөлт
■ тээвэрлэлтийн зохион байгуулалт
■ тээвэрлэлтийн хяналт

Үнэлгээний дундаж утга



■ аюулгүй байдлын анхааруулга өгөх
■ аюулгүй байдлыг удирдан охион байгуулах
■ аюулгүй байдлыг хянан мэдээлэх
■ аюулгүй байдлыг хянах, эргэх холбоо

Questions	AVE	3.26	3.37
A1	3.26	3.14	3.37
A2	3.14	3.71	
A3	3.71	2.71	
B1	2.71	2.63	3.12
B2	2.63	4.03	
B3	4.03	4.29	
C1	4.29	4.11	3.86
C2	4.11	3.26	
C3	3.26	3.77	
C4	3.77		

Хүснэгт	АСУУМЖ	Үнэлгээний дундаж утга
Эрсдэл	эрсдэл тодорхойлох	3.26
	эрсдэл үнэлэх	3.14
	эрсдэл бууруулах	3.71
Тээвэрлэлтийн үеийн аюулгүй байдал	тээвэрлэлтийн төлөвлөлт	2.71
	тээвэрлэлтийн зохион байгуулалт	2.63
	тээвэрлэлтийн хяналт	4.03
Аюулгүй байдлын мониторинг	аюулгүй байдлын анхааруулга өгөх	4.29
	аюулгүй байдлыг удирдан охион байгуулах	4.11
	аюулгүй байдлыг хянан мэдээлэх	3.26
	аюулгүй байдлыг хянах, эргэх холбоо	3.77

THE ANALYSIS OF INFLUENCE FACTORS ON ORGANIZATION LEADERSHIP AND MANAGEMENT

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Abstract: Our research aims to investigate and analyze the relationship between a variety of elements influencing organizational management and leadership, particularly employee professional knowledge, experience, skills, and psychology.

Anyone managing a team can achieve their objectives if they thoroughly research the psychological and professional requirements and abilities required for the management profession, focus on mastering and growing them, and develop themselves in a goal-oriented manner. As a result, a research study was conducted utilizing both qualitative and quantitative research approaches to evaluate the variable aspects influencing management.

These elements were selected for study to understand their influence on organizational leadership and management, professional experience, employee psychology and professional skills represents the abilities required to effectively perform work-related tasks essential for success in a given profession.

Our study employed a quantitative research approach which involves the systematic collection and analysis of numerical data to identify patterns, relationships, and trends. Our selected methodology allowed for objective measurement and statistical analysis enabling us to draw conclusions that generalized across larger populations by software SMART PLS 3.0 in our study.

When selecting the variables, hypotheses were developed, reliability, factor correlation, reliability analysis, and path analysis were performed. It was discovered that professional competence had a favorable influence. However, we determined that professional experience, knowledge, and psychology may become more relevant in the future and gave recommendations. We highlighted the characteristics and elements identified in our research that have a significant impact on the performance of individuals and teams in the company and contribute to management success.

Keywords: Management, organization, leadership, knowledge, experience, skills.



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Introduction

Leadership plays a critical role in shaping organizational culture and effectiveness, as it directly influences employee engagement, morale, and the overall work environment. Effective leaders not only set the vision and behavioral norms for their organizations but also empower employees by aligning cultural values with their experiences, thereby fostering a culture of trust and collaboration (Zaleznik, 1990).

We agree that there are many reasons for studying and searching to analyze organizational activity. Thus, our study aims to explore the impact of professional knowledge, work experience, and professional skill. Employee psychology is crucial for fostering a productive work environment as it influences motivation, teamwork, and overall organizational success on organizational management. These factors are fundamental.

Management activities create the most stressful conditions in life. All this is related to active nervous activity, so it requires a lot of strength, activity, initiative, work, and effort from the leadership of the organization (Warren, 2009).

Everyone has a distinct personality, behavior, needs, interests and thinking capacity, and their management experiences are unique. Leaders at all levels must deal with people of various personalities and psychological characteristics when leading and organizing the community. A successful leader not only concentrates on job planning and

performance, but also carefully observes his colleagues' interests, moods, behavior, internal resources, and professional talents and combines them into his actions. Many leaders' experiences show that activating the community's forces by combining organizational and psychological issues leads to greater achievement (Kotter, 2005).

Theoretical concepts of study

Frederick Winslow Taylor proposed the concept of improving economic efficiency, particularly labor productivity, through systematic measurement and standardization. He emphasized task breakdown, workflow optimization, and time-motion studies (Taylor, 1911). Max Weber's theory emphasized a structured hierarchical organization governed by clearly defined rules and roles to ensure managerial efficiency, predictability, and impartiality (Weber, 1922). Mayo's Hawthorne demonstrated the value of social relationships and employee well-being in the workplace. They emphasized how important human factors such as teamwork, communication, and employee satisfaction are in determining productivity (Mayo, 1933).

Professional knowledge:

Ikujiro Nonaka, Ryoko Toyama, and Noboru Konno proposed that professional knowledge is classified into two types: tacit (personal, experience-based) and explicit. The interaction of these types results in knowledge creation in organizations (Nonaka et al., 2014). (Etienne et al.,

2015), contended that professional knowledge is shaped and developed within social groups, where members share their expertise, learn from one another, and improve their practice over time.

Professional experience: (David & Alice, 2014) identified professional experience as critical to learning and development. Learning takes place in a cycle of concrete experiences, reflection, conceptualization, and experimentation, allowing people to constantly adapt and improve their skills (Peter & Robert, 2015). Donald Schön and Chris Argyris (2015) argued that professionals grow by reflecting on their experiences, critically analyzing their actions and decisions, and incorporating new insights into future practice. Reflection helps to bridge the gap between theory and practice (Daniel & Richard).

Professional skills: (Daniel Goleman and Richard Boyatzis, 2017) define professional skills as necessary for managing interpersonal relationships, teamwork, and leadership. It entails skills such as self-awareness, self-regulation, empathy, and social skills that are essential in professional settings [11]. Richard Paul and Linda Elder (2013) argued that professional skills such as critical thinking and problem-solving are essential for making sound decisions in

the workplace. This includes information analysis, alternative assessment, and effective solution implementation.

Employee psychology: According to Amy C. Edmondson (2017), psychological safety is an environment in which team members feel free to take chances with each other, such as raising ideas, concerns, or questions, without worrying about the repercussions. This idea is essential for encouraging creativity and productive teamwork [13]. According to Daniel Goleman (2017), emotional intelligence-which includes both identifying and influencing one's own emotions as well as those of others-has a substantial impact on leadership effectiveness. This is essential for managing stress, leading teams, and overcoming organizational obstacles [14]. We used four hypotheses below:

H1: Management and organization will be impacted by professional knowledge.

H2: Management and organization will be impacted by professional experience.

H3: Management and organization will be impacted by employee psychology.

H4: Management and organization will be impacted by professional skills.



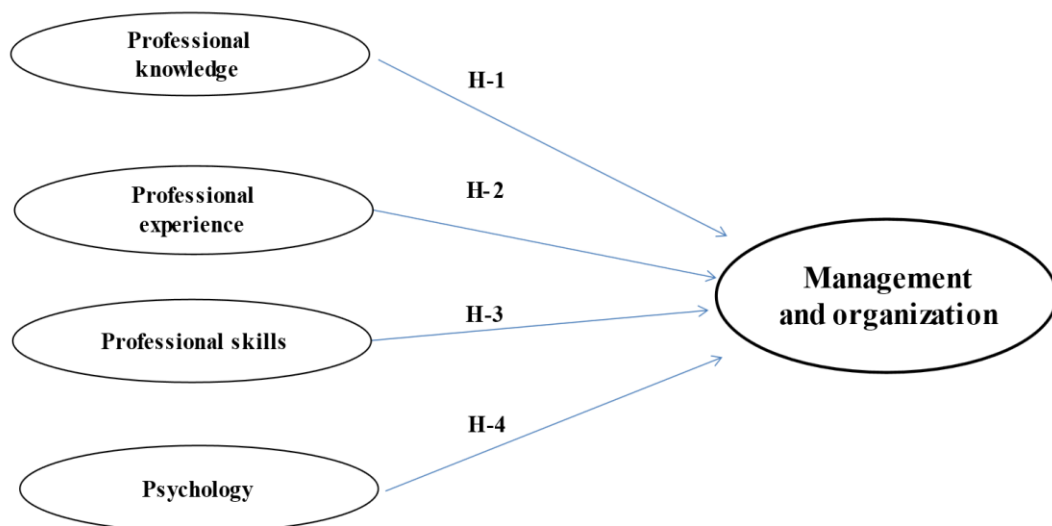


Figure-1. The conceptual framework on management and organization Source: Own diagram

Research methodology

Our study is an empirical research. The purpose of causal research is to find out the variables that might establish the cause-and-effect relationships between the variables causing particular actions and responses. Cooper et al., (1998) described that most causal research relies on designed experimentation and simulation programs. Hussey (1997) studied the variables to find out the variables that might establish the cause-and-effect relationships between the variables causing particular actions and responses.

There are many software programs used to process data analysis, including Statistical Package for the Social Sciences (SPSS), SmartPLS, SAS, STATPAK or Excel. The most popular program is Statistical Package for the Social Sciences. In this study, SPSS and SmartPLS-3.0 were chosen for their simplicity and completeness. Firstly, according to Zikmund (2000),

descriptive analysis refers to the transformation of the raw data into a form that will make it easy to understand as well as interpret. Secondly, the Cronbach Alpha testing will be used as the most well-accepted reliability test tool applied by social researchers. Cronbach (1946) identified that in Cronbach's Alpha reliability analysis, the closer Cronbach's Alpha to 1.0, the higher the internal consistency reliability. Cronbach's measures as Reliability less than 0.6 is considered poor, Reliability in the range of 0.7 is considered to be acceptable, and Reliability more than 0.8 are considered to be good (D. Baigalmaa., 2021)

Finally, Multiple Regression Analysis was conducted to examine the three dimensions in independent variables that were the most important to explain the relationship. SPSS and SmartPLS were used to test the relationships between variables (Lkhagvasuren Bayarsaikhan, 2018).

We were conducted to examine with Multiple Regression Analysis which has the three dimensions in independent variables were the most important in explaining the relationship and SmartPLS to be used to test the relationships between variables and factors.

As soon as the reliable online questionnaires were identified, the data was registered in the calculation system and data analysis began. This section describes the demographic characteristics of respondents (table 1). A sample of all 358 respondents are currently working in the public sector of Mongolia.

Data analysis and results

Respondents' characteristics		Frequency	Valid Percentage
Gender	Male	111	31.01
	Female	247	68.99
	Total	358	100
Age	22-25 years	46	12.85
	26-29 years	62	17.32
	30-33 years	90	25.14
	34-37 years	53	14.80
	38-41 years	55	15.36
	42-45 years	32	8.94
	46-49 years	10	2.79
	50-53 years	3	0.84
	54-57 years	4	1.12
	58-60 years	3	0.84
	Total	358	100
Educational background	Ph.D	8	2.23
	Master	89	24.86
	Bachelor	261	72.91
	Total	358	100
Work status/Position	Administering	65	18.16
	Effectuating	157	43.85
	Executing	136	37.99
	Total	358	100

Table-1. The general information of respondents according to the results of our study.



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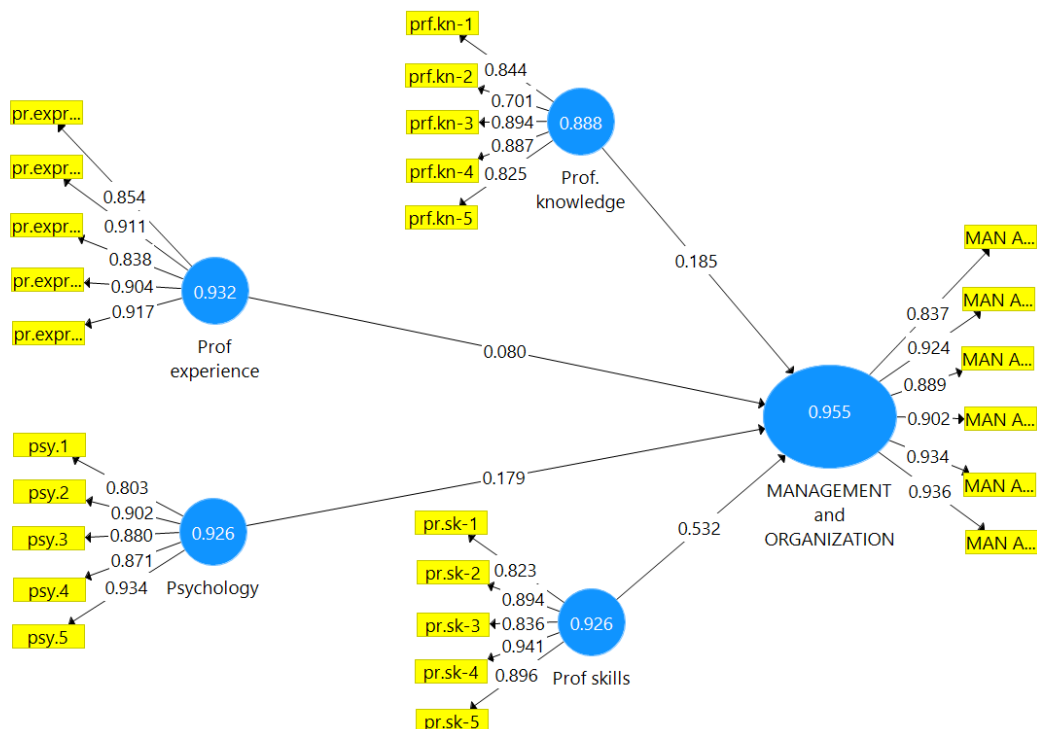


Figure-2. The result of Cronbach's alpha on management and organization according to results of our study.

No	Impacts and factors	Cronbach's alpha	Rho_A	CR	AVE
1	Professional knowledge	0.888	0.906	0.918	0.694
2	Professional experience	0.932	0.969	0.948	0.784
3	Psychology	0.926	0.928	0.944	0.773
4	Professional skills	0.926	0.934	0.944	0.773
5	Management and organization	0.955	0.959	0.818	0.818

Table-2. The results of construct reliability and validity of the study Noted by: The results of our study.

We analyzed that Cronbach's Alpha: Measures the internal consistency of the factors. Higher values indicate better internal consistency. Rho_A, like Cronbach's alpha, it assesses the reliability of the factor. Values closer to 1 are preferable. Composite Reliability (CR): Measures the reliability of the construct. Values above 0.7 are generally considered acceptable.

Average Variance Extracted (AVE): Indicates 7 Experience: Cronbach's Alpha: 0.932 (very high internal consistency), Rho_A: 0.969 (excellent reliability), CR: 0.948 (excellent reliability), AVE: 0.784 (excellent convergent validity)

Psychology: Cronbach's Alpha: 0.926 (high internal consistency), Rho_A: 0.928 (good reliability), CR:

0.944 (high reliability), AVE: 0.773 (good convergent validity).

Professional Skills: Cronbach's Alpha: 0.926 (high internal consistency), Rho_A: 0.934 (good reliability), CR: 0.944 (high reliability), AVE: 0.773 (good convergent validity).

Management and Organization: Cronbach's Alpha: 0.955 (very high internal consistency), Rho_A: 0.959 (excellent reliability), CR: 0.818 (moderate reliability, but still acceptable), AVE: 0.818 (good convergent validity).

All factors show high internal consistency and reliability based on Cronbach's alpha and Rho_A. The Composite Reliability (CR) is strong across all factors, except for "Management and organization," which has a slightly lower CR but still acceptable.

Average Variance Extracted (AVE) is well above the acceptable threshold for all factors, indicating good convergent validity.

Overall, the data suggests that the measurement model for these factors is robust, with high internal consistency and reliability, and good convergent validity for all factors except "Management and Organization," which is slightly weaker but still acceptable. The measurement model is generally robust, meaning it effectively captures the relationships between the factors. Internal consistency is high, indicating that the items within each factor (eg, professional skills, professional knowledge) are well-aligned, ensuring reliable measurements. Reliability is also strong, suggesting that the results are stable and would likely be replicated in a different sample.

Hypothesis	Impacts and factors	Sample mean	Standard deviation	T statistics	P values	Results
H1	Professional knowledge→Management and organization	0.157	0.170	1.087	0.311	No impacted
H2	Professional experience→Management and organization	0.124	0.157	0.514	0.608	No impacted
H3	Psychology→Management and organization	0.218	0.177	1.015	0.311	No impacted
H4	Professional skills→Management and organization	0.483	0.180	2.958	0.003	impacted

Table 3. The Path coefficients of studies according to the results of our study.

In our study, we analyzed the impact of different factors on "Management and Organization" using T statistics and P values.

Hypothesis 1, sample mean: 0.157, standard deviation: 0.170, T-statistics: 1.087, P-value: 0.311. The hypothesis

was no significant impact since the P-value (0.311) is greater than the commonly accepted threshold of 0.05. Hypothesis 2, sample mean: 0.124, standard deviation: 0.157, T-statistics: 0.514, P-value: 0.608. The hypothesis





was no significant impact as the P-value (0.608) is much higher than 0.05. Hypothesis 3, sample mean: 0.218, standard deviation: 0.177, T-statistics: 1.015, P-value: 0.311. The hypothesis was no significant impact because the P-value (0.311) exceeds the 0.05 threshold.

Hypothesis 4, sample mean: 0.483, standard deviation: 0.180, T-statistics: 2.958, P-value: 0.003. The hypothesis had a significant impact since the P-value (0.003) is below the 0.05 threshold.

Out of the four factors, only Professional Skills have a statistically significant impact on Management and Organization ($P = 0.003$), while Professional Knowledge, Professional Experience, and Psychology show no significant impact ($P\text{-values} > 0.05$).

Conclusion

Our study indicates that professional skills is the sole factor with a statistically significant impact on management and organization, as evidenced by a p-value of 0.003. this suggests that professional skills directly contribute to effective management practices and organizational behavior, making it a critical element for success in these areas. The p-value indicates that there is less than a 0.3% probability that the observed effect is due to random chance, reinforcing the reliability of this finding.

In contrast, professional knowledge, professional experience, and psychology do not exhibit significant impacts on management and organization, with p-values exceeding

0.05. This means that these factors do not statistically contribute to measurably influencing management practices within the context of the study. As a result, it indicates that while these elements may be important in other contexts, they do not show a direct and significant relationship in this analysis.

The model utilized in the study is deemed reliable and valid, confirming that the constructs measured accurately reflect the underlying concepts they represent. With professional skills emerging as the key factor impacting management and organization, the findings highlight the importance of developing and nurturing these skills among leaders and managers to enhance overall organizational effectiveness. Other factors were found to have no significant effect, suggesting that efforts should be focused on improving professional skills to drive better management outcomes.

Recommendation

Focus on professional skills development: Implementing targeted training programs and skill-building initiatives can lead to better management performance and organizational effectiveness.

Professional knowledge, professional experience, and psychology did not show a significant impact on management and organization, further investigation is recommended to understand why these factors are not influential.

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Appendix



МОНГОЛ УЛСЫН ХУУЛЬ
САХИУЛАХУЙ

Munkh-Otgon U 2024.txt *2023-7081 Munkh-Otgon.splsm PLS Algorithm (Run No. 2)

Construct Reliability and Validity

Matrix	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
	Cronbac...	rho_A	Composi...	Average ...
MANAGEMENT and ORGANIZATION	0.955	0.959	0.964	0.818
Prof experience	0.932	0.969	0.948	0.784
Prof skills	0.926	0.934	0.944	0.773
Prof. knowledge	0.888	0.906	0.918	0.694
Psychology	0.926	0.928	0.944	0.773

Munkh-Otgon U 2024.txt *2023-7081 Munkh-Otgon.splsm PLS Algorithm (Run No. 2)

Discriminant Validity

Fornell-Larcker Criterion		Cross Loadings	Heterotrait-Monotrait Ratio (HTMT)		Heterotrait-Monotrait Ratio (HTMT)	
		MANAG...	Prof exp...	Prof skills	Prof. kno...	Psycholo...
MANAGEMENT and ORGANIZATION		0.904				
Prof experience		0.560	0.885			
Prof skills		0.816	0.485	0.879		
Prof. knowledge		0.735	0.626	0.717	0.833	
Psychology		0.682	0.592	0.626	0.660	0.879

Munkh-Otgon U 2024.txt *2023-7081 Munkh-Otgon.splsm PLS Algorithm (Run No. 2)

f Square

Matrix	f Square
	MANAG... Prof exp... Prof skills Prof. kno... Psycholo...
MANAGEMENT and ORGA...	
Prof experience	0.014
Prof skills	0.479
Prof. knowledge	0.047
Psychology	0.058

Munkh-Otgon U 2024.txt *2023-7081 Munkh-Otgon.splsm PLS Algorithm (Run No. 2)

R Square

Matrix	R Square	R Square Adjusted
	R Square	R Square Adjusted
MANAGEMENT and ORGANIZATION	0.737	0.707

Munkh-Otgon U 2024.txt *2023-7081 Munkh-Otgon.splsm PLS Algorithm (Run No. 2) Bootstrapping (Run No. 1)

Path Coefficients

Mean, STDEV, T-Values, P-Values	Confidence Intervals	Confidence Intervals Bias Corrected	Samples		
	Original ...	Sample ...	Standard...	T Statisti...	P Values
Prof experience -> MANAGEMENT and ORGANIZATION	0.080	0.124	0.157	0.514	0.608
Prof skills -> MANAGEMENT and ORGANIZATION	0.532	0.483	0.180	2.958	0.003
Prof. knowledge -> MANAGEMENT and ORGANIZATION	0.185	0.157	0.170	1.087	0.278
Psychology -> MANAGEMENT and ORGANIZATION	0.179	0.218	0.177	1.015	0.311

PROJECT TECHNOLOGY AS A METHOD OF FORMING FOREIGN LANGUAGE PROFESSIONAL COMPETENCE

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Abstract: The article explores the use of project-based learning (PBL) in teaching a foreign language within a non-linguistic educational institution affiliated with the Ministry of Internal Affairs. It examines the key features of project training, the steps involved in completing a project, and the specific aspects of projects designed to teach a professionally-oriented foreign language. The author also looks at the teaching conditions that help students develop their project skills effectively.

The study's findings identify the most challenging parts of project work for students, considering both their language proficiency and their ability to complete projects. The article lists the advantages of using PBL, which include helping students acquire the skills they need to tackle real-world problems in a multicultural setting.

The text outlines a set of teaching conditions aimed at fostering project skills, based on a review of practical data, educational resources, the author's own teaching experience, and existing teaching methods in higher education. It emphasizes that well-designed project work in foreign language classes not only improves students' ability to communicate across cultures but also helps them develop professional and social skills, aligning with the goals of higher education.

Oral presentations are highlighted as a critical part of project activities that enhance students' speaking skills. The article suggests that while these presentations are effective for developing communication, creativity, and critical thinking, students need more practice in organizing and delivering them. It also notes that improving speaking skills through PBL can enhance students' ability to communicate in various situations, potentially leading to better professional development.

Keywords: Foreign language professional competence, problem, EFL, critical thinking.

Introduction

In recent decades, English has acquired the status of the most widely

taught non-native language in modern society. Moreover, it is actively used as a language of international



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communication for business, technical or scientific purposes. Modern dynamic life requires active learning, cognition and flexibility in order to form an independent personality capable of thinking and working creatively, generating non-standard ideas. One of the methods of developing such characteristics is the project method, which has become quite popular among teachers and students. It can be easily applied to study a foreign language in higher educational institutions. The essence of the project method is to solve a certain problem, work both individually and in a team, think outside the box and make creative results on the application of the target foreign language.

The development of methodological techniques and a set of practical tasks aimed at teaching English to cadets and students of legal specialties is the goal of this scientific article.

The object of the research is methodological techniques and technologies aimed at optimizing the process of teaching a foreign language to students in the specialties of the legal cycle.

The subject of the study is models of oral presentations, the content of which is related to legal topics.

The research methods were the analysis and synthesis of scientific sources on the stated problems, as well as the method of generalizing pedagogical experience and the implementation of effective methods of using project technology in the

educational process when teaching a foreign language in a non-linguistic university.

The theoretical foundations for studying aspects of the application of project activities in the process of teaching foreign languages were the works of both domestic and foreign scientists and methodologists (Y.S. Polat, A.A. Verbitsky, E.V. Vasilyeva, M.V. Klarin, O.V. Frolova, W.H. Kilpatrick, K.M. Woodward, Ch. Richards, A. Baker, T. Hedge, K. Meloni, S. Thompson, M. Shoolbred etc.).

The practical significance of the work lies in the possibilities of applying the results reflected in this article in educational, methodological and practical manuals that can be used in practical English classes with students of law.

Let's define the hypothesis of the study: technologies of project activity with professionally oriented topics are important in the framework of teaching communication skills to students and learners of universities of the Ministry of Internal Affairs of Russia in the academic discipline "Foreign Language", they allow you to learn how to correctly analyze material in the specialty related to police discourse, extract from it the maximum information necessary in professional formation and educational process.

The purpose of project-based learning is to find ways to develop independent creative and active thinking, to teach students not only to memorize and produce knowledge, but also to receive it independently and be ready and able to apply it in practice.

The main stages of work on the project can be correlated with the levels of competence in the field of problem solving (*to understand the problem, characterize the problem, present the problem, solve the problem, reflect on the solution, communicate the problem solution*) (The main results of the international study of educational achievements of PISA students – 2003. (2004). p. 45).

E.S. Polat defines project activity as an integrative type of activity consisting of several components such as: *professional activity, culturological, motivational, cognitive, reflective, communicative, functional and technological, informational* (Polat, 2007).

We distinguish the following stages: *choosing a topic; search for information; processing, comprehension of information; development of a project; preparation of a presentation for the project defense; project defense.*

The main principles on which the project methodology is based are: taking into account the individual characteristics of the individual; increasing the level of autonomy of students, subject-subject educational cooperation; activation of cognitive thinking activity; connection of the project idea with real life /future professional activity; increasing the level of internal motivation for cognition.

According to the American educator and psychologist W.H. Kilpatrick, projects consist of four stages: goal definition, planning, implementation and evaluation. He

argues that the unity of all four stages initiated and completed by students is an ideal progress in education. W. Kilpatrick believes that only when students show “freedom of action”, they are able to acquire independence, the power of judgment and the ability to act (Kilpatrick, 1918).

There are two main models of the project method that are used in the educational process today. According to the model of K. M. Woodward, students study and develop their skills through training and creatively apply them in the process of project implementation (Woodward, 1887). However, in the Ch. Richards' model training is not a continuation of the project itself, but is integrated into it, revealing the various interests of students (Richards, 1900).

Results of the study and discussion

The article in question is devoted to the use of the method of students' oral presentations in English classes in the educational organization of the Ministry of the Interior, which contributes to the development of their professional conversational skills. It is believed that the use of oral presentations in the EFL group is important because of their positive impact on the level of language proficiency of students. Some students do not like to speak in the audience. Moreover, they do not have the opportunity to speak this language outside of their country. So, if a cadet does not practice English in class, he may never speak it at all. It is known that it is impossible to learn to speak any language by observation.



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Ներքին գործերի նախարարություն



should be playful; these skills are a continuation of oral communication. Presentation is one of the practical exercises used in oral speech courses to develop students' communication skills (Hedge, 2000).

Oral professionally-oriented presentation is conducted in an organizational setting and with a time limit. The presentation should be carefully structured. In addition, speakers can reinforce their speech with visual aids. K. Meloni and Sh. Thompson argue that if an oral presentation is conducted under the guidance and in an organized manner, it will give students a learning experience and teach them an important skill that will be useful for ESL/EFL in all their educational disciplines, and then in their further professional activity (Meloni & Thompson, 1980).

From the point of view of the researchers B. Chivers and M. Shoolbred, "making a presentation is a very good learning experience" (Chivers & Shoolbred, 2007). At the end of the oral presentation, the speakers give their audience the opportunity to ask questions about things that they do not understand. Upon completion of their work, the speakers give answers to the questions received from the audience.

Presentations can have different purposes, depending on what type of it student wants to introduce. It is important to take into account the purpose of the presentation, because it depends on how this or that information will be submitted to the

audience. There are four main types of presentations.

1. Informative

The purpose of an informative presentation is to convey information to the audience. This type of presentation is based on facts and statistics. It is very important that the student has done his research well; try not to include inaccurate or unreliable information. For instance: *"The danger of cyberbullying"*, *"The Growth of Juvenile Delinquency in Russia and the USA"*, *"My Family Tree"*, etc.

2. Instructional

The purpose of the training presentation is to give the audience instructions. This type of presentation aims to guide the audience and show them how to do something. It is helpful to provide clear images and diagrams or step-by-step instructions that are easy to follow. For example: *"Rules for examining a crime scene by an investigative team,"* *"Ways to protect yourself in cyberspace,"* etc.

3. Motivating

The purpose of an exciting presentation is to intrigue the audience and touch their emotions. This type of presentation usually focuses more on current events, such as social/political issues that are worth discussing in practical classes in a foreign language in an educational organization of the Ministry of Internal Affairs. An example of this type can be the answer to the topic *"The World of Legal Professions"*, *"What is the Problem with Guns in America?"* and many others.

4. Convincing

The purpose of a convincing presentation is to convince the audience of a certain point of view. This presentation should contain a clear argumentation and allow the student to express his opinion. The teacher should instruct the students so that they do not express their statements too biased. It is important that they also take into account the point of view of other people. For example, students can get answers to the topics: *"Cryptocurrencies"*, *"Is it Possible to Live without the Internet"*, *"Education Should be Available to Everyone as a Human Right"*, etc.

Moreover, when preparing projects within the framework of the program of teaching a foreign language in the area of professional communication, students of academic groups specializing in "Legal Support of National Security," "Economic Security," "Law Enforcement" touched upon, for example, such topics as: the development of new methods of investigating crimes in the field of computer information, the compilation of criminals' identikits, preventive measures for reduction of traffic accidents, peculiarities of the development of forensic techniques of crime investigation in our country and abroad, the improvement of the national security system for preventing terrorism and extremism, and many others.

In the process of working on projects, students got the opportunity to use new language material, combining it with previously learned; transfer of knowledge, skills and abilities to a new context of their use.



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Thus, the intensity of acquiring a foreign language speech experience, confidence in the performance of speech actions and the improvement of communication skills – conducting a discussion, defending one's point of view, and concise presentation of one's thoughts increased. Each type of project had a certain type of coordination, phrasing, the statement of the problem/task, goals and ways to solve the problem were indicated, sources of information, analysis of the data obtained, deadlines, etc. were recorded.

The students experienced the greatest difficulties in the course of working on projects at the stages of

choosing a project topic (45% of respondents), developing their own solution to the problem (34%) and defending the project (21%). At the same time, the survey participants noted that from the point of view of using a foreign language, the most difficult were the stages of information processing (41% of respondents noted it), project defense (30%), as well as the development of their own solution to the problem (29%).

Our survey of study groups showed a positive attitude of students to this type of work. At the same time, they noted some difficulties. Questionnaire data are shown in Fig. 1.

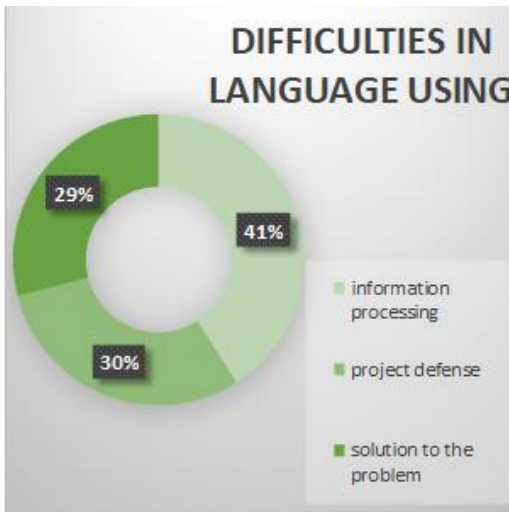
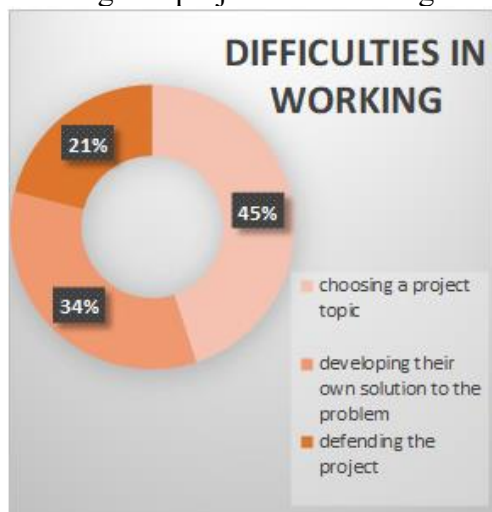


Fig. 1. Students' assessment of difficulties in solving tasks when working on a project in a foreign language.

Thus, we see that when using the project method in teaching professional intercultural communication, students gain additional experience necessary for the development of project competence. We can conclude that versatility is one

of the characteristics of project activities. Properly organized work on a project in foreign language classes not only forms intercultural communicative competence, but also allows learners to simultaneously form professional, social competencies, and

as a result, another goal of higher education is achieved – the formation of project competence.

Conclusions

Thus, we state that the development of oral speech skills using the project method facilitates the speaker's communication in various speech areas, which can lead to higher professional growth. The project technology based on oral presentations has proven to be an effective teaching method that can also be successfully applied to the development of writing skills among students. The approach under consideration includes all the communicative competencies in the development of a written project and makes writing bright and exciting.

Oral presentation ranges from discussion and active group interaction to individual or group analysis of published resources, interviews and critical remarks of the study of an interesting problem. The created document is a logical product, the result of several stages and general work. The project method based on oral presentations can be widely used in English classes in order to balance the time when mastering various language skills in a non-linguistic higher educational institution.

It is impossible not to note the shortcomings and difficulties that the teacher is faced with when implementing the project technology. The method requires a lot of time and special training of the teacher; if students are not familiar with group work, this leads to unequal workload; in monolingual groups, during the work on the project, students use their

native language for communication, and foreign language – only during the presentation/defense of the project.

In conclusion, the project method is an effective tool for developing intercultural communication skills, but its maximum efficacy depends on specific pedagogical conditions that support the development of project competence in teaching a professional foreign language.

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Білім және Ғылым Министрлігі

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PROVERBS AND SAYINGS AS AN EFFECTIVE MEANS OF DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE IN DISCIPLINE "FOREIGN LANGUAGE"

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Abstract. The article discusses the issue of using proverbs and sayings as an effective means of practicing, consolidating and controlling the acquired knowledge, skills and abilities in the English language. The aim of the article is a theoretical analysis and practical generalization of experience of working with proverbs and sayings in practical classes in the discipline "Foreign Language" in higher educational organizations of the Ministry of Internal Affairs of Russia. As a result of the stud, the author comes to the conclusion that working with proverbs in the process of practical mastery of the English language will contribute to the formation and development of students' communicative competence through the assimilation of lexical and grammatical structures, the formation of active and passive vocabulary, as well as the development of translation skills.

Keywords. Foreign language, communicative competence, translation, proverb, saying, law enforcement bodies.

Introduction

Learning a foreign language includes not only mastering grammatical features, writing, fluent speech and reading. An important role plays the opportunity to become better acquainted with the history, traditions and culture of the country of the given language (Mosina & Barsukova, 2014). So, according to A. Afanasyev "proverbs according to their form are not subjected to distortion and therefore are a monument to long-established views. Proverbs are the main source of the ancestors' wisdom, guardians of memory and a tool for transmitting human experience" (Afanas'ev, 1996). That is why it can

be conclude that the use of proverbs and sayings in practical classes in a foreign language is not only an effective tool for mastering the discipline but they also acts as a means of realizing educational goals due to their ability to convey philosophical, socio-cultural, political, religious, moral-ethical and aesthetic worldview of native speakers. The *hypothesis* of the study – the use of proverbs and sayings in statements can significantly increase the imagery and expressiveness of speech, give it greater depth and "an element of philosophical understanding of the situation (Solovova, 2008). All of the



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above determines *the relevance* of this study.

The *aim* of the article is a theoretical analysis and practical generalization of experience of working with proverbs and sayings in practical classes in the discipline “Foreign Language” in higher educational organizations of the Ministry of Internal Affairs of Russia. To achieve this aim the author implements the following *tasks*: 1) to analyze the methodological value of using proverbs and sayings in foreign language classes; 2) to consider the possibility of using proverbs and sayings to teach all four types of speech activity; 3) to provide examples of practical tasks that contribute to the formation of communicative competencies.

During the research the author used such *methods* as synthesis, generalization, comparison, theoretical-analytical method (analysis of methodological literature), general didactic method (analysis of programs, educational literature), survey method (students’ interviewing), statistical (data processing), development of educational materials, experiential teaching.

Methodology

In the period from September, 2023 to June, 2024 students in practical classes were offered various types of work with English proverbs and sayings. The experiment was conducted in 10 groups (5 groups - 1st year of studying, 5 groups – 2nd year of studying) in such specialties as economic security, ensuring law and order, ensuring national security. The

main emphasis was made on proverbs and sayings containing legal terminology and affecting such aspects such as law enforcement, legislation, justice and others. Selected proverbs and sayings were integrated into all types of speech activity: reading, speaking, writing and listening. At the end of the academic year the cadets were offered a questionnaire to identify the effectiveness of this method. Totally, 274 respondents were interviewed. The main question was: *What do you see as the main advantages of studying English proverbs and sayings?*

1) Proverbs and sayings allow to immerse in a foreign language environment, understand the culture and mentality of native speakers;

2) Proverbs and sayings allow to improve reading and speaking skills;

3) Proverbs and sayings allow to understand grammatical constructions and phenomena;

4) Proverbs and sayings allow to enrich vocabulary and develop productive lexical skills;

5) Proverbs and sayings allow to improve and automate auditory-pronouncing skills;

6) Proverbs and sayings contribute to the development of language guesswork;

7) Proverbs and sayings allow to improve translational skills;

8) Proverbs and sayings increase motivation to study the language and give an incentive to work independently on the language;

9) Proverbs and sayings have educational potential as they transmit

moral values from generation to generation;

10) Proverbs and sayings are useless while studying a foreign language.

The results of the survey will be shown below in the form of a diagram (Picture 1).

Results of the study and discussion

The question of the effectiveness of proverbs and sayings has been studied by many prominent Russian (Afanas'eva, 2017), (Bogdanovich, 2016), (Vereshchagin & Kostomarov, 1983), (Garsiya-Caseles, 2012) (Dubrovin, 1995), (Krylova, 2014), (Allred, 2010), (Honeck & Mahwah, 1997), (Lau et al., 2004), (Lucas, 2015), (Mieder, 2019), (Prahlaḍ, 1996) methodologists. From a methodological point of view proverbs and sayings in practical classes in a foreign language contribute to the enrichment of vocabulary, the formation of productive lexical skills, the improvement of auditory-pronunciation and rhythmic-intonation skills, help to clarify the rules of reading, activate grammatical structures and phenomena, allow the development of linguistic and contextual guesses and translation skills as well (Dal', 1993).

Proverbs and sayings are figurative statements that typify various life phenomena. The difference between them is the completeness of the judgment, i.e. a proverb always expresses "a complete judgment" (Khasieva, 2019) since a saying is characterized by the incompleteness of the conclusion.

In order to constantly maintain cadets' interest, to develop prepared and unprepared foreign speech, students can be asked to complete a number of training tasks based on proverbs and sayings. Let's consider concrete examples of tasks aimed at the formation and development of students' communicative competence in accordance with the specifics of a legal institute.

Example 1. New lexical units' automation and actualization. A teacher demonstrates little-known proverbs to cadets, for example:

- *The law guards us from all evil but itself*

- *Providence sees to it that no man gets happiness out of crime*

- *Organized crime constitutes nothing less than a guerilla war against society*

- *Justice is the firm and continuous desire to render to everyone that which is his due*

Students should give the word for word translation of the proverbs. It is recommended to remove difficulties before working on the given proverbs. The new lexemes somatization is carried out through the teacher's comments, synonyms, antonyms, and definitions. In case of difficulty the cadets may be asked to choose the correct answer from the proposed options. Then all new lexical units are recorded in the glossary. Thus, this type of task will contribute to the implementation of the anticipation principle when students will already have formed a certain active and passive vocabulary of legal vocabulary



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by the time they study professionally oriented topics.

Example 2. Practicing lexemes.

In order to practice and consolidate

legal terms students can be proposed to complete the following task: Match the proverbs with the illustrations.

1.	<i>Society prepares the crime the criminal commits it.</i>	a.	
2.	<i>It is better that ten guilty persons escape than that one innocent suffer.</i>	b.	
3.	<i>Every unpunished murder takes away something from the security of every man's life.</i>	c.	
4.	<i>One of the ill effects of cruelty is that it makes the bystanders cruel.</i>	d.	

After considering the options proposed by cadets the teacher can ask the following questions:

1. Explain why you think this way.

2. What lexemes helped you correlate the proverb with the illustration?

3. Do you agree with the proverbs? Why yes / not?

4. How would you describe the presented illustrations in your own words?

Example 3. Working on content. The use of proverbs and sayings in teaching the grammar of a foreign language has become widespread, for example, grammatical phenomena are studied not as “forms” and “structures,” but as means of expressing certain thoughts, relationships, and communicative intentions (Dal', 1993). In addition, one and the same proverb or saying can be interpreted differently depending on the individual peculiarities of students, their social and everyday knowledge, sense of humor and other characteristics, for example:

- *Law is valuable not because it is a law, but because there is right in it*

1.	<i>Laws that do not embody public opinion ...</i>	a.	<i>... should be treated as such</i>
2.	<i>All crime is a kind of disease and ...</i>	b.	<i>... precede great ones</i>
3.	<i>Whoever profits by the crime is ...</i>	c.	<i>... can never be enforced</i>
4.	<i>Small crimes always...</i>	a.	<i>... guilty of it</i>

After listening to the options proposed by the cadets, the teacher

- *The love of justice in most men is only the fear of themselves suffering by injustice*

- *A fault confessed is half redressed*

- *If poverty is the mother of crimes, want of sense is the father*

In this regard on the basis of a specific proverb or saying cadets learn to express thoughts, argue and defend their point of view, demonstrate oratory skills. So, the ability to search for an equivalent translation of a proverb or saying from Russian into English contributes to the development of translation skills and simultaneously helps to bring the educational process closer to the situation of real communication through unprepared speech.

Example 4. Development of monologue (dialogue) speaking skills.

The use of proverbs and sayings in practical classes helps students develop skills in constructing monologue and dialogic speech in a relaxed playful way. So, cadets can be asked to complete the following tasks: Choose the ending for the proverbs:



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gives the original proverb on the basis of which they are asked to express their



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agreement or disagreement with the proverb and then create a situation (dialogue) that confirms or refutes the main idea of this or that proverb.

Example 5. Self-study task.

Extracurricular work is an integral part of the educational process. It promotes deeper mastery of students' language and creative development. This allows students to develop the skill of thoughts illustration and generalizing it in a short form. What is more, the methodological principle of integration and differentiation can be implemented through an individual proverb for each student, the translation of which must be independently carried out at home, for instance:

- *Suspicious which may be unjust need not be stated*
- *He that is of opinion money will do everything may well be suspected of doing*

everything for money

- *Ill-gotten goods never prosper*

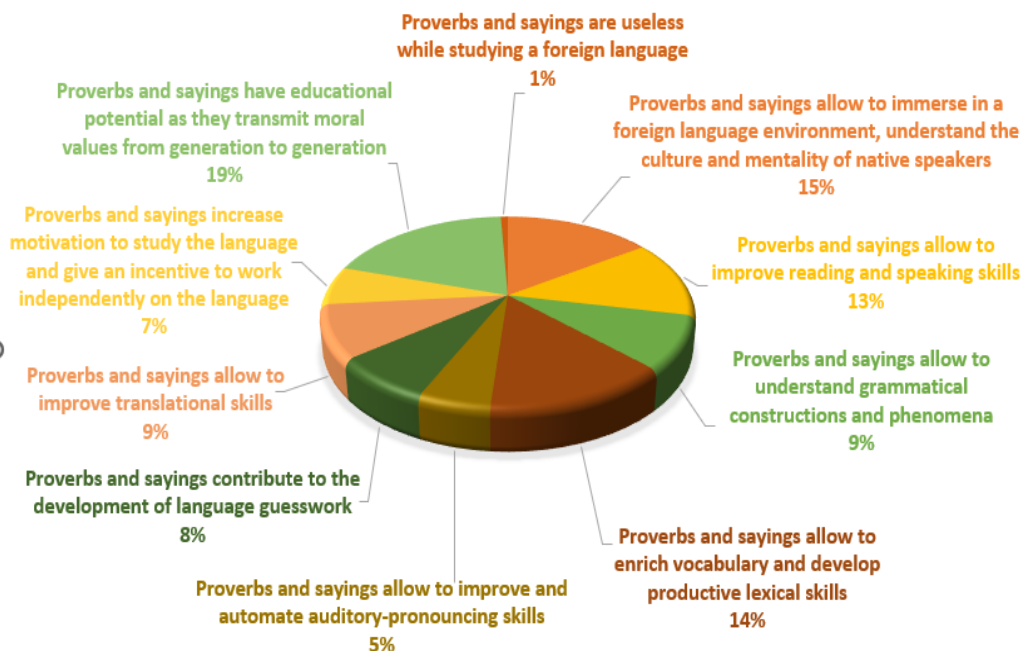
- *Petty laws breed great crimes*

- *With a gentleman I am always a gentleman and a half, and with a fraud I try to be a fraud and a half*

Conclusions

Summarizing all said above we can conclude that proverbs and sayings act as a means of expressing thoughts, on the one hand, and as a tool for implementing lexical and grammatical constructions of a foreign language, on the other hand.

As a result of students' survey aimed at identifying the didactic potential of proverbs and sayings in the process of studying a foreign language the following results were obtained:



Thus, according to the results it is possible to conclude that having a powerful educational potential proverbs and sayings help to form the moral qualities of students, a tolerant attitude towards representatives of other cultures and contribute to the formation of the ability to express thoughts by means of a foreign language (19% - 62 respondents). Proverbs and sayings increase motivation to studying the language due to their ability to reflect the socio-cultural characteristics of the foreign language, traditions and mentality (15% - 48 respondents) which improves the students' cognitive activities and has a positive effect on the formation and development of their communicative skills. Besides, they contribute to the development of creative initiative and emotional expressiveness of students' oral and written speech (13% - 39 respondents), mastering the language structure, activation and automation of grammatical phenomena inherent exclusively in the English language (9% - 23 respondents), the formation of active and passive vocabulary (14% - 41 respondents), skills and abilities of direct and reverse translation (9% - 22 respondents), constructing a monologue and dialogic statement as well.

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התאחדות העובדים

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importance of ESP teaching has accordingly been highlighted (Anthony, 2019). However, (Basturkmen, 2020) pointed out a lack of “robust discussion of ideas and theories concerning the teaching and learning” of ESP and calls for more investigations into how ESP is taught and learnt to gain more nuanced understandings about classroom





Many researchers studied ESP and their ESP definitions. Hutchinson & Waters define ESP as an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning (Hutchinson, 1987). Robinson viewed ESP as an enterprise involving education, training, and practice and drawing upon three major realisms of knowledge namely language, pedagogy, and students'/participants' specialist area of interest (Robinson, 1991). Dudley-Evans improved the definition of ESP offered by Stevens substantially by removing the absolute characteristics that ESP is "in contrast with 'General English', and has revised and increased the number of variable characteristics. The definition of ESP, therefore, in terms of absolute and variable characteristics given by Dudley-Evans:

1. ESP is defined to meet specific needs of the learners,

2. ESP makes use of underlying methodology and activities of the discipline it serves,

3. ESP is centered on the language appropriate to these activities in term of grammar, lexis, register, study skills, discourse, and genre.

1. ESP may be related to or designed for specific disciplines,

2. ESP may use, in specific teaching situations, a different methodology from that of General English.

3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.

4. ESP is generally designed for intermediate or advanced students,

5. Most ESP courses assume some basic knowledge of the language systems (Dudley-Evans, 1998).

The common goal of needs analyses is to gain insights into needs, wants, and expectations of stakeholders in order to design an ESP syllabus or to adjust teaching and learning activities according to the reported needs (Long, 2005). Having different context with general English, ESP has its particular characteristics. These characteristics thus will lead how to develop needs analysis to design ESP pedagogic framework. Based on those various concepts of needs analysis, it can be concluded that needs analysis is applied to bridge the gaps among learners' background, learners' lacks, target of the program, and environmental situation of learning process. Therefore, the results of each component can be correlated into a specific teaching methodology that is appropriate with the learners' want and their necessity. Different context may have different results of needs analysis.

Hypothesis

Police school cadets speak Mongolian language as their first language English is used as the second language. ESP for police is taught during the students' second semester for three credits at the University of Internal Affairs using the student book, Career Paths-Police by Express publishing company, Some content of the book is inconsistent with Mongolian society, the duties and daily activities of Mongolian police. It is necessary to study the needs and requirements of the ESP-Police specifically for the police of Mongolia. And the content of the training. Furthermore, this study is aimed to determine the contents and conducted to develop a curriculum and use it in teaching and learning and to conduct further research.

Literature review

There isn't any research on ESP for police and law enforcement in Mongolia. Hence, we emphasized some research work on ESP. A.Bulgaa "Issues of improving the ESP curriculum" about the need and requirement to develop curriculum and standards to improve the content and methodology of professional English teaching (Булгаа, 2013), N.Munkhbayar "A study of the implementation of the English language policy in the higher education sector" about ESP policy and ESP teaching technology (Н.Мөнхбаяр, 2016) and B.Suvderdene "Experimental research on the method of teaching ESP in groups" about co-teaching experience with native speaker (Л.Болд, 2018).

In addition, 374 articles were published, including 48 articles related to English language and English language policy in 15 the scientific journals "Foreign Language and Culture Studies" of the Humanities Department of the University of Mongolia, School of Science, comparative linguistics, comparative linguistics, linguistics, foreign language teaching methodology, nomenclature, general linguistics, international studies, and translation studies since 2006. There are a few articles regarding ESP: O.Ariuntuya "Social and economic needs for the establishment of business English teaching standards" in 2010, N.Oyuntseg "Teaching of compound verbs in professional English" in 2012, Rebidova Lyubova Dmitrieva published an article on the topic "Professional English in Humanities (features of visual arts)", which in 2016.

Research questions

The paperwork focuses on English language needs analysis of police officers. It aims to answer to the following research questions to define the language needs of police officers: 1) What English language skills do police officers perceive as the most important for their workplace? 2) What ESP content do they need in the workplace?

Method

The study reports the results of a questionnaire with closed ended questions directed to police school cadets at the University of Internal Affairs in Mongolia. The results were processed by SPSS. Cronbach's Alpha



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was used suggesting that the questionnaire was reliable (93%).

Result

The respondents in this study completed the survey at the University of Internal Affairs in Mongolia. 309 of the respondents (46.8%) were in the first level course. 98 of them (31.8%) were in the second level-course 43 of them (14%) were in the third level course. 23 of them (7.8%) were in the fourth level course. Therefore, there are (46.8%) and first course cadets are

studying ESP of police and other cadets have completed ESP in the first course. In order to analyze the data obtained from the questionnaire, mean was used as a statistical technique in order to find out the rate of agreement related to the items about the English language needs of the police officers at the workplace.

The table shows the answer of the question “Do you need to learn ESP for police?”

Do you need to learn ESP for police?

Criteria	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	274	89.0	89.0
	No	34	11.0	100.0
	Total	308	100.0	

Table-1.

It is clearly seen from Table 1 that the importance of ESP for police is high with a mean ($\bar{x}$) score of 89%.

In the questionnaire, there are 7 items related to results pertaining to the perspectives on the importance of English, particularly in terms of four language skills, vocabulary,

pronunciation and grammar. Table 2 clarifies the results pertaining to the perspectives of the police officers on the importance of English.

Table 2. Results pertaining to the perspectives on the importance of English

Criteria		Course			
		1	2	3	4
Your English vocabulary knowledge	Excellent	0.0%	100.0%	0.0%	0.0%
	Good	42.7%	36.5%	19.8%	1.0%
	Not good	46.4%	29.0%	12.6%	12.0%
	Bad	0.0%	0.0%	0.0%	0.0%
	Very bad	75.0%	20.8%	4.2%	0.0%
Your English pronunciation	Excellent	37.5%	0.0%	18.8%	43.8%
	Good	42.9%	37.3%	15.1%	4.8%
	Not good	50.3%	29.0%	13.8%	6.9%
	Bad	0.0%	0.0%	0.0%	0.0%
	Very bad	52.4%	42.9%	4.8%	0.0%



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Your English grammar knowledge	Excellent	0.0%	100.0%	0.0%	0.0%
	Good	50.0%	31.1%	10.6%	8.3%
	Not good	45.0%	29.5%	17.4%	8.1%
	Bad	0.0%	0.0%	0.0%	0.0%
	Very bad	52.4%	33.3%	14.3%	0.0%
Speaking skill	Excellent	0.0%	100.0%	0.0%	0.0%
	Good	44.2%	34.1%	12.3%	9.4%
	Not good	54.0%	23.8%	15.9%	6.3%
	Bad	0.0%	0.0%	0.0%	0.0%
	Very bad	41.7%	36.1%	16.7%	5.6%
Listening skill	Excellent	25.0%	75.0%	0.0%	0.0%
	Good	46.1%	30.5%	11.7%	11.7%
	Not good	46.4%	30.7%	17.6%	5.2%
	Bad	0.0%	0.0%	0.0%	0.0%
	Very bad	63.2%	31.6%	5.3%	0.0%
Reading skill	Excellent	36.0%	52.0%	12.0%	0.0%
	Good	38.0%	29.2%	17.5%	15.3%
	Not good	56.2%	30.8%	11.5%	1.5%
	Bad	0.0%	0.0%	0.0%	0.0%
	Very bad	62.5%	31.3%	6.3%	0.0%
Writing skill	Excellent	50.0%	50.0%	0.0%	0.0%
	Good	40.7%	28.3%	21.4%	9.7%
	Not good	50.0%	33.3%	9.2%	7.5%
	Bad	0.0%	0.0%	0.0%	0.0%
	Very bad	68.4%	26.3%	5.3%	0.0%

Table-2.

In determining the English language knowledge and ability of the 308 cadets, 75% of the first course cadets answered that English vocabulary was very bad, and 75% of the second course cadets answered that it was very good. 52% of the first course cadets' answered that English pronunciation is bad. "English grammar knowledge is very bad" was answered by 52% of the first course. 41-68% of the first course cadets answered that English speaking, listening, reading and writing skills are

very bad. But most of the second course cadets were good at all four skills. The first course cadets had to started to learn Police ESP recently so their special vocabulary is weak. And the second course cadets already had completed police ESP. Hence their special vocabulary is rich.

Table 3. Do you think what ESP for police content is the most important? English for Specific Purposes consists of English language teaching which is designed to meet specified needs of the learner; related



in content (i.e. in its themes and topics) to particular disciplines, occupations and activities; centered on the language appropriate to those activities

in syntax, lexis, discourse, semantics, etc., and analysis of this discourse; and in contrast with General English (Gatehouse, 2001).

Do you need to learn ESP for police?

Criteria	Most necessary	Necessary	Not necessary
Offences against human life right	8	61	21
Offences against health	8	61	21
Offences against human sexual freedom and integrity	5	64	21
Offences against human right to freedom of inviolability	8	61	21
Offences against human private and political right and freedom	5	64	21
Offences against child	5	64	21
Offences against property	2	67	21
Offences against economy	5	64	21
Offences against national security	5	64	21
Offences against public order	5	64	21
Offences against due process	2	67	21
Offences against corruption	8	58	24
Offences against public interests	5	61	24
Offences against ecology	8	58	24
Offences against cultural heritage	8	61	21
Offences against cyber security	8	58	24
Offences against traffic	5	61	24
Offences against military of affairs	5	61	24
Offences against human security and peacefull	5	61	24

Table-3.

The table 3 contains of all Law special classes crime, all of them were answered by “necessary” at the same level. But offences against human life right, offences against health, offences against human right to freedom of

inviolability, offences against corruption, offences against cultural heritage and offences against cyber security are high as well by looking at the mean score ($\bar{x}$) of 8.

Many scientists think that learners study soft skills not only police English in the lesson. ESP lesson is the wide range field to learn so many skills and approaches. Foreign language skills and knowledges can be learned through language learning along with soft skills. High performers need some additional qualities, such as

the ability to communicate clearly, the ability to work well with others and the ability to manage their time effectively. The following questions are included in the survey to clarify which soft cadets need in their workplace and life. Table 4 clarifies the results soft skills needs.

Do you need to learn soft skills for police?

Criteria	Most necessary	Much necessary	necessary	Less necessary	Not necessary
Communication	34%	21%	21%	8%	2%
Team management	31%	27%	18%	8%	3%
Problem-solving	37%	18%	21%	8%	5%
Time management	34%	21%	21%	8%	2%
Critical thinking	19%	33%	27%	5%	3%
Decision-making	31%	24%	21%	8%	5%
Organizational	28%	27%	21%	8%	3%
Stress management	31%	24%	21%	8%	7%
Adaptability	22%	33%	21%	8%	6%
Conflict management	22%	30%	24%	8%	7%
Leadership	19%	36%	21%	8%	6%
Creativity	28%	27%	21%	8%	6%
Resourcefulness	28%	27%	21%	8%	6%
Persuasion	31%	24%	21%	8%	6%
Openness to criticism	19%	33%	27%	5%	6%

Table-4.

All these skills: communication, team management, problem-solving, time management, critical thinking, decision-making, organizational, stress management, adaptability, conflict management, leadership, creativity, resourcefulness, persuasion,

openness to criticism were answered 19-34 or 21-37,7 % most necessary, 21-36 or 23-40% much necessary and 18-27% necessary. In other words it means 44-77,7% totally. Consequently, it can be concluded that





these soft skills are crucial for the work and function.

problem? If it is much necessary you will choose “good”.

Table 5. What do you think significance of knowing about global

Criteria	Good	Middle	Bad	Not necessary
Global warm	27.80%	65.60%	6.70%	0.00%
Economic crisis	31.10%	65.60%	3.30%	0.00%
Social instability	37.80%	58.90%	0.00%	3.30%
Pandemic	37.80%	58.90%	3.30%	0.00%
Country conflicts	27.80%	65.60%	6.70%	0.00%
War Russian- Ukraine	24.40%	68.90%	6.70%	0.00%

Table-5

Table 5. Results pertaining to the perspectives on the global problem. It is clearly seen from Table 5 that the importance of social instability and pandemic are high with a mean ($\bar{x}$) score of 37,8%.

Conclusion

Finally, the results obtained from this descriptive study may prove to be of much help for ESP instructors, ESP curriculum and program designers and developers, ESP research conductors, educational administrators and educational policy makers.

Since we are all global citizens, it is our duty as educators to help students comprehend and recognize the value of learning about global competencies.

It is appropriate to enhance the content subjects regarding technology-related crimes for several hours because of the impact of the worldwide pandemic, which has led to the emergence of new types of cybercrimes in countries all over the world.

Through ESP training, teaching methods to practice soft skills and attitudes considered as “Researchers at Boston University, University of Michigan's Ross School of Business found that workers with soft skills training are 12% more productive than those without them” (The balance careers, 2023) and “Harvard University reported that 85% of success at the work place is attributed to soft skills and only 15% to technical skills” (Workforce, 2023) technological innovation, and the use of artificial intelligence technology in training meet the needs of Gen Z learners.

- This study referred to the police school cadets' English language needs for the first time. The outcomes of the 308 police school cadets of UIA in ESP needs analyses paper show: Increased and Sustained Learning Interests of cadets were more interested in the ESP for police because “it's more relevant to future work, more practical especially in the

virtual training. It is the of learning soft skills like team management, time management, creative thinking, and critical thinking etc...

- The results have provided important answers to the research questions of the study. Initially, the police officers were found to be most aware of the importance of speaking and listening skills. English language is important for effective communication between police officers and foreigners.

- The participants believe that functional usage of English important, such as asking questions or giving answers about the profile of an individual, addressing for foreigner's concerns either explaining to foreigner who asks for help on the phone or face to face when he or she asks for help, and responding to questions or solving problems. Following this much focused needs analysis investigation, the were organized.

- The motivational factors to increase the desire of learning English should be promoted more with activities to develop soft skills.

- Rapid economic, technological and social changes are creating a world that is ever more interconnected and interdependent. Globalization of economies, the digital revolution, mass migration, and the prospect of climate instability are triggering new concerns and demanding a new kind of graduate (Burov, 2018). At the dawn of the 21st century we are recasting our understanding of economics, communication, security, cultural identity, citizenship, and the environment. There is an increasing

call for a more powerful and relevant learning in response to these new demands and opportunities (Gardner, 2004).

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