

## **Pedagogical Conditions for the Development of Professional Competence of Future Employees of the Internal Affairs**

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### **Abstract:**

This article discusses the content of the professional competence of future employees of the internal affairs bodies, the forms and methods of its improvement, the quality of professional competence and their essence. It also highlights the development of professional competence in the system of educational institutions of the internal affairs bodies.

**Keywords:** competence, competence, competence-based approach, profession, professional competence, future employees of internal affairs bodies.

**Introduction.** In recent years, the process of reforming the system of internal affairs bodies has been taking place in many states. He also touched the Republic of Uzbekistan.

The ongoing reforms in the system of internal affairs bodies of the Republic of Uzbekistan, in particular, all the conditions created for the training, retraining and advanced training of personnel, legal and social protection of employees, the effective performance of their duties, should be timely and effective, serve to transform a socially oriented professional a structure that ensures a qualitative approach by each employee (as their duty) to the interests and rights of people.

The organizational and staff structure of the Ministry of Internal Affairs has been improved, special attention has been paid to the personnel training system. In accordance with it, several educational institutions were created with the aim of reforming educational institutions and expanding their networks. One of them is the Academy of the Ministry of Internal Affairs. The creation of a new system for training young specialists for domestic law enforcement agencies is one of the very difficult tasks that arose with the birth of the law of the Republic of Uzbekistan "On Internal Affairs Bodies" dated September 16, 2016 No. ZRU-407 [5].

To date, one of the main issues of military pedagogy is the professional training of future employees of the internal affairs bodies, and on the basis of ensuring compliance with the level of practical training required from them, adapting the content of professional training to rapid changes in the situation. scientific, technical and industrial development, making quick decisions in non-standard situations, as well as professional and practical development requires a new approach from a scientific and pedagogical point of view to the problems of forming the necessary knowledge, skills, and professional competence for the full implementation of the tasks.

The main tasks of the internal affairs bodies are the protection of the rights, freedoms and legitimate interests of citizens, the property of individuals and legal entities, the constitutional order, ensuring the rule of law, the security of the individual, society and the state, as well as the prevention and prevention of offenses [5]. It depends on the levels of development of professional competence of future employees of the internal affairs bodies.

With this in mind, the professional competence of a future employee of the internal affairs bodies can be defined as the level of mastery of knowledge, skills and abilities in the field of operational activities, sufficient for their effective use in the process of solving official tasks and for assessing the results and quality of their work.

**Presentation of the main material of the article.** Competence is considered as a mental phenomenon, which includes: comprehensive knowledge of the subject and object of activity; the ability to understand any non-standard issue related to this activity; the ability and ability to explain any phenomena associated with the activity; the ability to accurately assess the quality of work and its consequences.

Competence is skill not so much in the sense of execution, but in the sense of organizing and systematic understanding of all the problems associated with the activity, the ability to set tasks and the ability to organize the solution of specific problems related to the type of activity in which this person is competent. Competence includes such characteristics as the integral correspondence of the individual to the tasks being solved, the quantity and quality of the tasks solved, the effectiveness and success in problem situations [4].

Thus, to date, extensive theoretical and empirical material has been accumulated for studying both the processes of education, upbringing and professional training, as well as various educational environments in which these processes are implemented. However, it can be stated that in most of them the issues of training and competence formation were considered mainly within the framework of training sessions. The problem of purposeful formation of professional competence of cadets (students) in the specific educational environment of the Ministry of Internal Affairs of Uzbekistan, which combines educational and professional activities, remains insufficiently developed. It becomes obvious that there is a need for a comprehensive analysis of the specifics, structure and developmental opportunities of the educational environment of the Ministry of Internal Affairs of Uzbekistan and, on this basis, the theoretical and methodological justification of the pedagogical concept that integrates all components of the educational environment of an educational institution into a single pedagogical system aimed at training highly qualified specialists.

The study of the problems of vocational education, the formation of professional potential and professional competence was carried out by: L. Akhmedova, U. Begimkulov, N. Muslimov, O. Musurmonova, S. T. Turgunov, Sh. Sharipov, N. E. Mukhammadiev, Sh. , Z. Sh. Alimardonov and others.

The development of a competency-based approach in research on various types of activities, including professional ones, has led to the emergence in the scientific literature of a large number of points of view on this phenomenon. It should be noted that interest in the problem of professional competence continues to be in the focus of attention of many scientists, such as I. Zimnyaya, E. Zeer, N. Kuzmina, E. Kudryavtseva, A. Markova and others.

In his long-term research, implemented in the context of the development of a competency-based approach and in connection with the tasks of improving the quality of HPE, I.A. Zimnyaya interprets competence as knowledge-based, intellectually and personally conditioned social and professional human activity [7]. Delimiting the concepts of competence and competence, I.A. Zimnyaya, following N. Chomsky, relies on the basis of potential-actual, cognitive-personal, indicating the significance and timeliness of the desired characteristic. In the understanding of the author, competence is an *in vivo* formed, ethno-socio-culturally conditioned, actualized in activity, in interaction with other people, based on knowledge, intellectually and personally

conditioned integrative personal quality of a person, which, developing in the educational process, becomes its result. In one of the works of I.A. Zimnyaya introduces the concept of "socio-professional competence" and defines it as a personal, integrative, formed quality, manifested in the adequacy of the solution (standard and, especially, non-standard, requiring creativity) of tasks to the whole variety of social and professional situations [8].

In the works of N. V. Kuzmin and V. N. Sofin, competence is defined as a systemic manifestation of knowledge, skills, abilities and personal qualities that make it possible to successfully solve functional tasks that make up the essence of professional activity and determine professional success. According to the author, competence is a neoplasm of the subject of activity, which is formed in the process of professional training, and therefore is conditioned by the functional tasks of a particular profession [9].

I.V. Grishina, considering the professional competence of a school principal, identifies the following functionally related components:

- motivational - a set of motives that are adequate to the goals and objectives of management;
- cognitive - the totality of knowledge necessary for management; - operational - a set of skills and abilities of practical problem solving;
- personal - a set of personal qualities important for management;
- reflexive - a set of abilities to anticipate, evaluate their own activities, choose a management strategy.

In the structure of professional competence of the future employee of the internal affairs bodies, one can single out key, basic and special competences.

**The key** (general cultural competencies), according to the State Educational Standard of Higher Education of the Republic of Uzbekistan, are competencies expressing the level of general cultural development, worldview, the ability to use advanced information technologies in solving professional problems [5].

**Basic** (general professional) competencies express the features of law enforcement activities arising from the requirements of legal documents regulating the activities of internal affairs bodies.

**Special** (professional) competencies are associated with the specifics of a particular type and direction of professional activity of a future employee, being a system of intellectual, psychological and active states that express the level of acquired knowledge, skills, experience and other properties in a narrow field of activity.

Scientific research conducted by scientists-educators is directly aimed at studying the professional competence of a specialist and his other unique qualities. They emphasize that there are the following types of competence: – поведенческая (индивидуальная) компетентность;

- technical (professional) competence;
- general competence;
- special competence;
- initial competence;
- executive competence;
- differential competence [11].

Z.Sh. Alimardonov in his dissertation research, it is recognized that the content of the development of professional competence of future officers is being improved in connection with the following types of basic professional competencies:

social and legal competence of a specialist is a set of qualities that reflect the degree of qualification, the level of legal knowledge, skills, readiness and ability associated with the implementation of social and legal activities;

extreme competence - the ability to work in unexpected situations;

social competence - organization of professional activities in cooperation, social responsibility;

autopsychological competence is the ability for social and professional development and overcoming professional difficulties [2].

As can be seen from the analysis, with all the differences in definitions, the concept of "competence" includes the ability of a person to successfully perform a certain professional activity. Therefore, competence is determined on the basis of an analysis of the types of activities performed by specialists in solving problems in a particular professional area.

The professional competence of a law enforcement university graduate is a generalized personal education that includes a specialist's possession of the formed competencies (including the possession of the necessary knowledge, skills and methods of activity), as well as the possession of developed professionally important personal qualities and initial professional service experience that ensure the effectiveness of the graduate's independent professional activity as a police officer with appropriate training [3]. Uzbekistan, the priority of the personality and interests of cadets (students) and in accordance with the age characteristics of cadets (students) the following key competencies are formed [1].

Communicative competence - a strong mastery of the native and any foreign language and its effective application in various areas and situations of communication; compliance with the norms of speech etiquette; ability to social adaptation, ability to work in cooperation.

Information competence is the ability to find, select, transform, save, transfer the necessary information from media, observing the rules of information security, including the formation of media culture.

The competence of self-improvement is the desire for physical, spiritual, moral, intellectual and creative development; striving for improvement, the ability to constantly work on oneself, the ability to adequately evaluate one's actions, control oneself and make independent decisions using one's life experience and cognitive skills.

The competence of social and civic activity is the awareness of involvement in social events, processes and active participation in them (various events within the framework of public holidays of youth organizations, etc.); knowledge and observance of civil rights and obligations; compliance with the norms of speech etiquette in various fields of activity (professional and civil relations), possession of economic and legal culture;

National and general cultural competence - citizenship and patriotism, loyalty to universal and national values; the ability to understand and perceive works of world fiction and art; formation of a culture of behavior, a healthy lifestyle, the ability to be neat.

To conclude, competence, being an integrative phenomenon, includes both the value-semantic aspect and the cognitive, motivational, behavioral and emotional-volitional components. Describing a specialist as a competent professional, they distinguish: readiness to demonstrate competence in a standard and extreme situation; possession of knowledge of its content; the presence of a certain experience of its manifestation; moral and psychological attitude to the content of competence and the object of its application; self-regulation of the process and the result of the manifestation of competence.

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