

**EDUCATIONAL TECHNOLOGIES AIMING AT THE FORMATION OF
COMPETENCES IN EDUCATIONAL INSTITUTIONS OF THE MINISTRY OF
INTERNAL AFFAIRS**

Olimov Elbekjon Bakhtiyorovich

**Lecturer of the Department of Military Training, Academy of the Ministry of
Internal Affairs**

Ergashov Sherali Sulaymonovich

Master's student, Academy of the Ministry of Internal Affairs

Abstract. In this article, the formal way of professional competence of teachers of the Ministry of Internal Affairs and its essence, basic competencies, the role and importance of country education standards in preparing professors and cadets for professional activities, professional knowledge and training of cadets through interdisciplinary relations and formation of skills and qualifications, ways of developing the professional competence among teachers and cadets on the basis of pedagogical knowledge, and educational technologies aimed at formation are highlighted.

Key words and phrases: Standarts of state education Ministry of Internal Affairs, educational institutions, Academy, teacher, competence, education, knowledge, skill, qualification.

Аннотация. В данной статье рассматривается формирование профессиональной компетентности преподавателей МВД и ее сущность, основные компетенции, роль и значение государственных образовательных стандартов в подготовке профессоров и курсантов к профессиональной деятельности, и подготовка курсантов при помощи междисциплинарных связей. Выделены образовательные технологии на формирование навыков и квалификации, пути развития профессиональной компетентности преподавателей и курсантов на основе педагогических знаний.

Ключевые слова и фразы: Государственные образовательные стандарты, МВД, образовательные учреждения, Академия, преподаватель, компетентность, компетенция, образование, знания, навык, квалификация.

Annotatsiya. Mazkur maqolada Ichki ishlar vazirligi ta'lim muassasalari professor-o'qituvchilarining kasbiy kompetentlikni shakllantirish va uning mazmun-mohiyati, tayanch kompetensiyalar, professor-o'qituvchilar va kursantlarni kasbiy faoliyatga

tayyorlashda davlat ta'lim standartlarining o'rni va ahamiyati, fanlararo aloqalar orqali kursantlarning kasbiy bilim, ko'nikma va malakalarini shakllantirish, pedagogik bilimlar asosida o'qituvchi-pedagog, kursantlarning kasbiy kompetentligini rivojlantirish yo'llari hamda shakllantirishga yo'naltirilgan ta'lim texnologiyalari yoritib berilgan.

Tayanch so'z va iboralar: Davlat ta'lim standartlari, ichki ishlar vazirligi, ta'lim muassasalari, Akademiya, o'qituvchi, kompetensiya, kompetentlik, ta'lim, bilim, ko'nikma, malaka, ta'lim-tarbiya.

Introduction

In accordance with the Law of the Republic of Uzbekistan "On Education" No. O'RQ-637 dated September 23, 2020; Presidential Decree No. PQ-3413 dated November 29, 2017, "On Measures for the Radical Improvement of the System of Working with Personnel and Organizing the Service in Internal Affairs Bodies"; Decree No. PQ-5076 dated April 15, 2021, "On Measures to Introduce a New System of Training Professional Personnel for Internal Affairs Bodies"; and the Cabinet of Ministers Resolution No. 157 dated March 27, 2024, "On the Procedure for Developing and Implementing State Educational Standards and Requirements,"

A range of requirements have been set regarding the content and quality of education; types and levels of education; interrelation of education and upbringing; continuity and succession in the education system; evaluation of learning outcomes; improvement of quality control of education and upbringing; and harmonization of national educational standards with international standards of quality and training. These legal frameworks necessitate extensive research to increase the effectiveness of the educational and training processes.

Studying the advanced educational experiences of developed countries indicates the necessity of applying a competency-based approach to the continuous education process.

By introducing a competency-based approach into continuous education, the following objectives can be achieved:

- Satisfying the social demand of our country for youth capable of solving problems in society, science, production, and independent life by teaching cadets to creatively apply their acquired knowledge, skills, and competencies in unexpected situations;
- Creating problem-based learning situations to enhance the content of education, thereby stimulating cadets' interest in scientific fundamentals, nurturing curiosity, and developing personal attributes;

- Directing cadets' educational and cognitive activities towards specific objectives and teaching them to solve existing problems, which allows them to acquire knowledge, skills, and competencies regulated by state educational standards (DTS) and gain practical experience in creative activities;
- Preparing cadets for real-world tasks, guiding them towards professional fields by developing their creative skills;
- Enabling cadets to apply their acquired theoretical knowledge in real, process-based problem situations, thereby preparing them for independent life.

To this end, educational and upbringing processes in the internal affairs system are implemented in a phased and continuous manner:

- Initially at academic lyceums – duration: 2 years;
- At the Academy (bachelor's level) – duration: 3 years, conducted in full-time and part-time formats;
- At the Academy (master's level) – duration: 1 year.

Master's level education is aimed at training leaders and academic-pedagogical personnel for internal affairs bodies, in the fields of:

- Organizational-tactical management (second level),
- Organizational-strategic management (first level),
- Scientific-pedagogical activity.

Additionally, specialized vocational training is provided for sergeant-level employees in all service directions of internal affairs agencies. Initial professional training for newly appointed personnel in the ranks of privates and officers is conducted based on training programs at the Institute for Advanced Training, where personnel continually enhance their professional knowledge and practical skills.

The core essence of competency-based education lies in forming competencies that enable cadets to apply acquired knowledge, skills, and experience throughout their personal lives and future professional and social activities.

In the course of their future lives, cadets are expected to engage in various personal, social, economic, and professional relationships, take their rightful place in society, and solve the problems they may encounter in the process. Most importantly, they must possess key competencies that ensure their competitiveness in their respective fields and professions.

It is well established that the educational and training process is tasked with the development of core competencies in cadets. These include communicative competence, information

literacy, self-development as individuals, active civic competence, general cultural competencies, and the ability to be informed about and use innovations in science and technology.

A competency-based approach to the educational process represents a set of overarching principles aimed at enriching the content of education, organizing the learning process through innovative technologies, and enabling the analysis of outcomes in order to achieve educational goals.

These principles include:

- Developing cadets' abilities to address various real-life problems across different areas of activity by applying the knowledge, skills, and experience they have acquired, along with their personal observations, life experiences, and individual conclusions, to successfully carry out the tasks required in problem-solving situations;
- Enhancing cadets' interests and broadening their scientific worldview when selecting educational content and developing methodological support; addressing ethical, ideological-political, and educational issues; providing didactically refined learning tasks that allow cadets to apply their previously acquired knowledge, skills, and experiences in new, unexpected situations and draw scientific conclusions from their personal observations;
- Organizing the educational and training process with the primary goal of forming the knowledge, skills, and competencies as outlined in the State Educational Standards (DTS), while also fostering information processing skills, communicative abilities, social engagement, and experience in solving educational problems independently;
- Assessing the outcomes of the educational and training process based on the level of mastery achieved by cadets at a given stage in the process—specifically, the degree to which they have acquired the knowledge, skills, and competencies necessary for competence development;
- In a competency-based approach, the objectives of education include cadets' self-awareness, understanding of how to achieve learning goals within the educational process, activation of their educational-cognitive activities, and support for cadets' adaptation to society and independent life through self-development and socialization as individuals.

While aiming to develop communicative competence, cadets must be trained in every lesson to master both oral and written speech, which are essential for effective communication in society.

They must be able to clearly and coherently express their ideas, develop leadership skills, formulate logical questions based on textbook and supplementary materials, respond to those questions in writing and orally, and observe the norms of communication etiquette when interacting with peers and instructors.

Cadets should also be able to express their opinions respectfully during group activities, demonstrate teamwork, defend and convincingly present their views based on acquired knowledge, skills, and abilities, manage their emotions during academic debates and conflict situations, make appropriate decisions in resolving issues, and develop proficiency not only in their native language but also in foreign languages.

It is important to note that during academic training sessions, communicative competencies can be effectively developed alongside knowledge and skill formation through the use of didactic game technologies such as conferences, press conferences, simulation games; collaborative learning technologies like small group work, team-based learning, "Jigsaw" or "Zigzag", and "We Read Together" methods; as well as problem-based learning techniques such as "Brainstorming" and "Case Study".

Various educational events and competitions play a significant role in enhancing cadets' communicative competencies.

To foster information literacy among cadets, the instructor must utilize educational and video materials related to the subject, select relevant content from supplementary literature and internet sources, and assign students to prepare reports, presentations, and summaries. This should be supported by well-structured classroom and extracurricular activities, as well as educational excursions, which serve to broaden the cadets' scientific worldview.

To help cadets develop self-development competence, the instructor should emphasize independent learning, create a database of standard and non-standard educational and test assignments for self-assessment purposes, convert these into adaptive computer-based tests, and guide students through spiritual enrichment activities (ma'naviyat daqiqalari) that promote physical, spiritual, moral, and intellectual growth.

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Вы сказали:

Xulosa qilib aytganda, kursantlarda kompetensiyalarni tarkib toptirish muammosi o'qituvchilarning kasbiy pedagogik kompetensiyalariga aniqlik kiritish, pedagogik kadrlarni

tayyorlash va malakasini oshirish jarayonida kompetensiyaviy yondashuv talablari asosida kurslarning mazmunini yangilash, shu asosda o'qitishni tashkil etish va boshqarish davr talabi sanaladi.

OFITSER-O'QITUVCHILARINING KASBIY PEDAGOGIK KOMPETENSIYALARINI TAKOMILLASHTIRISH MASALASI Zamon bilan hamnafas pedagogik faoliyat yuritayotgan moderator o'qituvchilar yuqorida qayd etilgan talablarga monand holda o'qitishda interfaol metodlar, pedagogik va axborot-kommunikatsion texnologiyalardan foydalanish bo'yicha dastlabki tajribalarni egallamoqda. Ta'lim tizimiga joriy etiladigan kompetensiyaviy yondoshuv ta'lim-tarbiya jarayoniga quyidagilarni kiritishni talab etmoqda:

- Texnologik innovatsiyalar – kompetensiyaviy yondashuvga asoslangan ta'lim-tarbiya jarayoniga axborot va kommunikatsion texnologiyalardan maqsadga muvofiq foydalanish;
- Pedagogik innovatsiyalar – ta'lim-tarbiya jarayonini kompetensiyaviy yondashuvga asosida mazmunan yangilash, uning borishi va kursantlarning bilish faoliyatini faollashtiruvchi lokal va xususiy metodik darajadagi texnologiyalardan foydalanish.

Ma'lumki, yuqorida qayd etilgan innovatsiyalar ta'lim-tarbiya jarayoniga majmua holda joriy etilishi o'qituvchidan muayyan metodik bilim, ko'nikma va malakalar, shuningdek, pedagogik kompetentlik (layoqat)ni talab etadi. Ofitser-o'qituvchining zamonaviy metodik bilim, ko'nikma va malakalarni egallashi, shuningdek, pedagogik kompetentlik (layoqat)ning mavjudligi uning o'z pedagogik faoliyatida barkamol shaxsni voyaga etkazishni nazarda tutishiga asos bo'ladi. Kompetensiyaviy yondashuv asosida vujudga keltiriladigan innovatsion ta'lim muhiti ofitser-o'qituvchilardan qaysi bilimlarni egallashni talab etmoqda? Shuni qayd etish kerakki, o'qitish jarayoniga kiritilgan innovatsion ta'lim muhitini yaratish natijasida ofitser-o'qituvchining kasbiy-pedagogik tayyorgarligiga kiritiladigan o'zgartirishlar e'tiborda chetda qolmoqda. Fikrimizning isboti sifatida ofitser-o'qituvchining pedagogik faoliyatiga majmualiy yondoshilmaganligi oqibatida kasbiy motivatsiyasining pastligi, o'z kasbiy-pedagogik tayyorgarligini orttirish bo'yicha maqsadli izlanish olib bormasligi, ta'lim-tarbiya jarayonini shablon tarzida tashkil etilishiga sabab bo'lmoqda. Yuqoridagi fikrlarga asoslangan holda ofitser-o'qituvchilarning pedagogik kompetentlik (layoqat) iga aniqlik kiritish zarurati vujudga keldi. Pedagogik kompetentlik (layoqat) – bu ofitser-o'qituvchining kasbiy-psixologik xususiyati bo'lib, pedagogik faoliyatni tashkil etish va boshqarishda sub'ektiv shart-sharoitdagi amaliy-nazariy harakatini ifodalovchi sifatlar yig'indisi sanaladi. Ofitser-o'qituvchilarning kompetensiyalari ikki guruhga ajratiladi: 1. Ofitser-o'qituvchining tayanch kompetensiyalari; 2. Ofitser-o'qituvchining xususiy kompetensiyalari; ingliz tiliga tarjima qiling

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In conclusion, the issue of developing competencies among cadets necessitates clarifying the professional pedagogical competencies of instructors. It is essential to revise course content based on the requirements of a competency-based approach, organize and manage instruction accordingly, and ensure alignment with modern educational demands.

The Issue of Enhancing Professional Pedagogical Competence of Officer-Instructors

Instructor-moderators who align their pedagogical activity with modern requirements are beginning to acquire initial experience in using interactive methods, as well as pedagogical and information-communication technologies in their teaching.

The implementation of a competency-based approach in the educational system requires the following components to be integrated into the teaching and learning process:

- Technological innovations – the appropriate and purposeful use of information and communication technologies in the competency-based teaching and learning process.
- Pedagogical innovations – updating the content of the educational process based on the competency-based approach and utilizing localized and specific methodological technologies that activate cadet cognitive activities.

It is well-known that the above-mentioned innovations must be implemented in a comprehensive manner in the teaching and learning process, which in turn requires instructors to possess specific methodological knowledge, skills, and abilities, as well as pedagogical competence (qualification).

The presence of modern methodological knowledge, skills, and competencies, as well as pedagogical competence, in officer-instructors forms the foundation for their ability to nurture well-rounded individuals through their educational activities.

The innovative educational environment established on the basis of a competency-based approach requires officer-instructors to possess a set of relevant knowledge and skills. It is important to note that changes required in the professional-pedagogical training of officer-instructors due to the integration of an innovative educational environment into the teaching process are currently being overlooked.

As evidence of this, the lack of a comprehensive approach to the pedagogical activities of officer-instructors has led to low professional motivation, absence of targeted efforts to improve professional-pedagogical skills, and the organization of the teaching process in a stereotyped manner.

Based on the above considerations, the need has arisen to clearly define the pedagogical competence of officer-instructors.

Pedagogical competence is a set of professional and psychological characteristics of officer-instructors that reflect their practical and theoretical actions in organizing and managing pedagogical activities under subjective conditions.

The competencies of officer-instructors are divided into two groups:

1. Core competencies of officer-instructors;
2. Specialized competencies of officer-instructors.

It should be noted that the core competencies of officer-instructors are common to all pedagogical personnel working in educational institutions. In contrast, specialized competencies are distinguished by the content of the educational process organized by the instructor in a specific subject and its role in shaping a well-rounded individual. The core competencies of officer-instructors serve as a foundation for developing the specialized competencies of cadets.

These two types of pedagogical competencies are closely interrelated and interdependent. Therefore, a comprehensive approach is required when developing these competencies.

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It should be noted that the core competencies of officer-instructors are considered universal for all teaching staff working in these educational institutions. The specific competencies of officer-instructors, however, are distinguished by the content of the educational process organized by the instructor in their subject area and their role in shaping a well-rounded individual. The core competencies of officer-instructors serve as the foundation for developing the specific competencies of cadets.

The two types of pedagogical competencies mentioned above are closely interrelated and mutually reinforcing. Therefore, a comprehensive approach is required in the process of developing these competencies.

Conclusion

In conclusion, the role and significance of professors and instructors working in educational institutions under the Ministry of Internal Affairs are unparalleled in training highly qualified, competitive personnel for internal affairs agencies. Given this, it is essential to ensure the high professional competence and knowledge proficiency of educators by organizing and managing the educational process based on the requirements of an innovative educational environment, as well as continuously updating the content of education in the process of training and upskilling teaching staff.

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