
Pedagogical Approach to Development of Professional and Practical Social Training of Internal Affairs Employees

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Annotation: This article examines the conditions for the globalization of the education system, based on large-scale studies of the analyzed threats, and determines their components, description, types, content and stages of training for employees of the Ministry of Internal Affairs.

Keywords: improving the quality of education, specialization, teachers, and education.

Especially in the context of the rapid development of the modern education system, teachers face many problems in the competent organization of the pedagogical process. That is, at the present stage of development of education, when the socio-pedagogical activity of a teacher becomes more complicated and more difficult situations appear, the problem of organizing an effective support system for a teacher that supports successful activities and helps to minimize problems in the educational process is acute.

The pedagogical approach is associated with a specific form of professional activity and the teacher's attitude to reality. The main features of pedagogical experience are associated with the presence in it of several components, the absolute values of which have meaning, and its meaning.

The first component of pedagogical experience determines the degree of responsibility of the teacher in implementing his pedagogical plan in relation to a specific group of students. Secondly, teaching experience is described as the teacher's activity to eliminate uncertainty in making pedagogical decisions. The third is related to the regulation of relations between participants in the educational process. The fourth reflects the sequence of pedagogical actions of members of the teaching staff when educating students.

Today, the social component of teaching experience is increasing depending on the dynamics of the status of the educational institution. If these are not all teachers working at the school, but a training ground, then the social risk increases sharply, which causes the psychological atmosphere in the teaching staff to deteriorate, relationships are destroyed, conflicts and stressful situations arise.

Thus, experiences in the innovative activities of a teacher are considered a complex phenomenon and depend on many conditions and factors that influence the positive outcome of the decisions made by the teacher.

Often these decisions involve eliminating negative consequences that arise on the way to achieving a goal.

For the successful implementation of social and pedagogical activities in education, future teachers must have the ability to foresee measures to eliminate or reduce potential problems in teaching. This in itself is related to the knowledge and education of students.

Turbulent, contradictory transformations in the socio-economic life of our society, instability of life and social tension, the destruction of customary foundations and moral guidelines have complicated educational work to the limit in the operational units of the Ministry of Internal Affairs of the Republic of Uzbekistan, requiring conceptual changes in the content and methods of education, searching for ways to optimize the educational process in the internal affairs department. These problems are posed and, to a certain extent, solved in pedagogical publications of recent years.

In the practical activities of the police, two main pedagogical aspects can be distinguished: pedagogy in working with personnel and the peculiarities of solving pedagogical problems in the course of official activities.

The purpose of pedagogical influence in internal affairs bodies is the formation and development of the necessary personal, value and professionally significant qualities and beliefs; ensuring self-realization, self-expression and self-actualization by creating the necessary conditions. One of the important places in education is occupied by instilling a sense of patriotism, collectivism, and professional qualities.

The ongoing crisis in the country, the high cost of living, rampant speculation and corruption, the loss of habitual spiritual values give rise to a pessimistic perception of life among many police officers, a feeling of futility of the profession, a passive attitude of a significant part of trainees towards the fulfillment of civic and professional duty, and a decrease in responsibility for assigned tasks. case.

All this, undoubtedly, testifies to the relevance of the transformations carried out in the internal affairs bodies, aimed at improving educational work, ensuring the solid acquisition of special knowledge by employees, developing active, independent, creative thinking, and nurturing them professional qualities, the ability to act optimally in non-standard situations.

To successfully solve these problems, the middle command staff needs a high culture of pedagogical work, knowledge of the laws of education, training and psychological preparation for the performance of functional duties, conducting classes in the system of combat and service training of personnel. Each employee has unique characteristics of intelligence, emotions, will, character, behavior; everyone needs an individual approach. Therefore, it is important for a teacher to be able to quickly understand people, correctly design their development, and for these purposes skillfully use the means of pedagogical influence.

Thus, we can identify the following tasks of pedagogical influence:

- study of the influence of changing social conditions on ideological ideas and the actions determined by them;
- solving socio-psychological problems of personnel work: diagnosing students according to socio-psychological characteristics, selection, selection, placement, education and training of current and future officers of internal affairs bodies;
- disclosure of the psychological aspects of the activities of teachers of the training center of the Ministry of Internal Affairs, identification of conditions and ways to improve the quality of officer training;
- study of socio-psychological phenomena in student groups, their impact on the training, social, research and service activities of each employee;
- revealing the mechanism of formation of the listener's psychological readiness for professional activity.

Therefore, in his pedagogical activity, every teacher-teacher, no matter what problems in

teaching he encounters, he acts as a designer, constructor, organizer and direct participant, the bearer of a certain personal existential position, presupposing free and conscious self-determination. as a subject of the educational process. Because in modern conditions, a creatively thinking, active and comprehensively developed person can contribute to social progress, as a result of which the requirements for the personality of the teacher, his psychological and professional readiness will increase. Now, more than ever, we need specialists who combine deep professional training, responsibility, and the desire to update and enrich knowledge; for this, it is important to develop the future teacher's psychological training, self-awareness and professional identity.

Professional activity is characterized by a number of characteristic features. First of all, this is a conscious anticipation of its result as a social value. Therefore, it is important for the teacher to explain to the student the spiritual and material results of his work, the significance of the work done, both for the listener and for the educational group.

An essential feature of the work of a future Ministry of Internal Affairs officer is also the awareness of service dependence between employees and the need for communication in the work process. This understanding is achieved by a pedagogically appropriate organization of activities that provides a positive impact on the personality of the listener, cultivating a positive attitude towards learning and service.

It should be emphasized the direct relationship between the general education of the listener (as an officer) and professional education (as an employee of the Ministry of Internal Affairs), in particular. In the first case, the purpose of education is the formation and development of hard work, the need for military service, and a conscious, creative attitude towards it. This contributes to the formation, first of all, of such personality qualities as determination, perseverance, accuracy, organization, discipline, responsibility, etc. The main goal of professional education is the formation and development of a positively active attitude towards one's profession, those qualities that the student needs as a professional, an employee of the Ministry of Internal Affairs.

What comes to the fore here is the cultivation of a creative attitude towards professional work, towards operational and official activities.

The combination of these conditions creates the necessary basis for solving the entire complex of educational tasks related to the moral formation and development of the listener's personality. The determining factor in the effectiveness of education is the pedagogical skill of the educator.

As a conclusion, we can say that the main meaning of the individual approach to the legal education of the student is to maximize the use of the capabilities of the student, to identify and develop abilities for the purpose of the best legal preparation and comprehensive education

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