

Pedagogical Conditions for Developing Communicative Competence in Future Officers of Public Security Departments

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Abstract---The rapid socio-economic, socio-political changes taking place in society today place special demands on the communication capabilities and potential of people, including public safety officers. Therefore, there is a growing need for qualified competitive professionals to adapt to the changes taking place in society today. In particular, specialists working in the field of "subject-subject" relations, in particular, future officers of public security units are required to have communicative competence.

It is well known that communicative competence is one of the interdisciplinary phenomena. In particular, it is being studied in detail in the fields of psychology, pedagogy, sociology. However, there is no widely accepted theory of communicative competence. This requires a study of the level of development of communicative competence in future officers of public safety units, which in turn determines the relevance of the topic. The subject of research is the content, form, methods and tools for the development of communicative competence in future officers of public security units. The purpose of the study is to identify pedagogical factors influencing the development of communicative competence in future officers of public safety units and to develop a methodological approach. Theoretical and empirical and mathematical statistical methods of processing the results were selected as research methods.

It is known that the results of the research show that in recent years, public safety specialists often fail to communicate effectively with the general public and various segments of the population, resulting in various levels of conflict. This indicates that they have not developed communicative competence. Therefore, special attention should be paid to the development of communicative competence in the currently trained specialists.

Keywords---Pedagogical Conditions, Security Departments, Research Methods.

I. Introduction

Within the framework of large-scale reforms being carried out in our country, special attention is paid to ensuring the peaceful life of the population and the formation of a culture of obedience to the law and public safety in our society.

In particular, a completely new mechanism and procedure for organizing work in the field of public safety on the basis of the principle of "serving the interests of the people" has been introduced, and targeted cooperation between government agencies and public structures has been established.

At the same time, the growing number of threats and conflicts in the world, threats to peace and tranquility, pandemics, natural and man-made disasters impose on government agencies the task of further improving their activities on the basis of the priority idea "All efforts for human dignity".

It is noted that the concept of public security is an important document that defines the state policy in the field of public safety, which is one of the main directions of national security.

The concept explains the basic concepts in the field of public safety. In particular, public security is a state of protection of society from unlawful aggression, social and interethnic conflicts, emergencies and other threats, which contributes to the sustainable development of society and the realization of human rights, freedoms and legitimate interests. It is also explained that public safety is an integrated system of political, socio-economic, legal and other complex organizational measures established by the state to protect society from threats and constantly improving.

In turn, the President of the Republic of Uzbekistan Sh.M.Mirziyoyev signed a decree on November 29, 2021 No. PF-27 "On approval of the Concept of Public Security of the Republic of Uzbekistan and measures for its implementation." measures have been identified [1]. In line with these tasks, President Mirziyoyev said, "We will mobilize all the forces and capabilities of our state and society for the development and happiness of our young people as independent thinkers, with high intellectual and spiritual potential, who are equal to their peers in any field in the world." 2] is directly relevant to the purpose of our work.

It is known that the development of communicative competence in future officers of public security units is an important factor in the proper organization of their activities, effective communication and interaction with colleagues and the human community. From this point of view, it is no coincidence that all the reforms being carried out today are based on the principles of "human factor" and "human dignity". This in turn shows that the human personality is a priority on any front. The ability to communicate, the formation of communicative competence, especially in the field of professional activities aimed at a community of people, is important and very relevant today.

II. Research Methods

There are scientific and methodological bases of our research work, which are determined by the following. In particular, the principle of functionality and systemicity of research and the theoretical principles of communicative competence, etc.

Within the theoretical framework of the research, the level of study of the problem of communicative competence in a number of related areas is analyzed. In particular, in a number of disciplines such as psychology, pedagogy, sociology, philology, cultural studies are analyzed and systematized on the basis of communication, interpersonal relationships, the natural foundations of communicative competence, scientific and practical approaches. Research methods include traditional, standard, theoretical, empirical and new information technologies, among others.

1. Theoretical group methods

Scientific-theoretical approaches and concepts in this field have been collected through interdisciplinary and functional analysis and synthesis of communicative competence. Also, the scientific and practical knowledge accumulated in the framework of our research will be systematized.

2. Empirical group methods

- Observation.
- Diagnostic methods (questionnaires of various variants, tests, interviews, interviews, as well as surveys to study personal communication and professional competence).
- Experimental work aimed at determining the level of development of communicative competence in future officers of public security units.
- Theoretical and systematic analysis.
- Expert assessment method,

3. Statistics

- Statistical analysis of research results.

III. Analysis of Research Results

It is known that the method of "Communicative skills" (developed by L. Michelson) was used to study the level of development of communicative competence in future officers of public security units. With the help of this methodology, attention was paid to determining the level of development of communicative competence and communicative skills in future officers. In this case, the methodology consists of two parts: communicative competence and communicative blocks. It should be noted that the communicative competence block includes components such as situations that require a positive response to the interlocutor, situations that require cadets to respond with negative thoughts, situations that require people to beg, conversational situations, situations that require empathy. Includes. This method was conducted in 150 cadets of the 1-3 stage of the direction of "Educational and psychological support of service activities" of the University of Public Security of the Republic of Uzbekistan. The data collected on the basis of the research methodology were analyzed in terms of quantity and quality. The results of the quantitative analysis are shown in the table in order to clearly express them.

Table 1: The Relationship between the Components of Communicative Competence in Future Officers of Public Safety Units

N ^o	Components of communicative competence	Situations that require the interviewer to respond with positive feedback	Situations in which cadets respond with negative feedback	Situations that appeal to people with a request	Conversation situation	Situations that require empathy
1	Situations that require the interviewer to respond with positive feedback	1	-0,03	0,10*	0,46**	0,36**
2	Situations in which cadets respond with negative feedback		1	-0,009	-0,001	-0,04
3	Situations that appeal to people with a request			1	0,28**	0,12**
4	Conversation situation				1	0,13**
5	Situations that require empathy					1

According to the study, situations that require future officers of public safety units to respond positively to the interlocutor are significantly related to the situation of the conversation ($r = 0.10$; $r \leq 0.05$), which requires people to appeal, 46; $r \leq 0.01$) and were found to be highly correlated with situations requiring empathy ($r = 0.36$; $r \leq 0.01$). This, in turn, requires that future officers of public safety units develop the ability to communicate sincerely with people, to feel the different levels of emotional states that occur in others during the conversation. Therefore, in the process of educational and non-educational training, attention should be paid to the development of communication and communication skills in future officers.

The next scale of the methodology is based on the fact that the situations in which people are asked to respond to the interlocutor with positive feedback ($r = 0.10$; $r \leq 0.05$) are significant, as well as the situation of the conversation ($r = 0.28$; $r \leq 0.01$).) were found to be highly correlated with situations requiring empathy ($r = 0.12$; $r \leq 0.01$). It is noteworthy that prospective officers working in public security units may encounter situations where they are confronted with a request situation in some places, along with the use of demands, orders and instructions when confronted by people. Of course, this shows that the scope of communication between people is expanding and gaining a sincere character.

The formation of communicative competence in future officers of public security units is determined by the degree to which they understand the mental state of other people. This in turn requires the formation of empathic ability in the person of the future officer. It should be noted that empathy is interpreted as the ability to understand and sympathize with other people's mental states. It is especially important to study how the formation of empathy ability in future officers of public security units develops in relation to psychological factors. The results of the study showed that situations that require empathy in future officers are associated with situations that require the respondent to respond with positive feedback ($r = 0.36$; $r \leq 0.01$), with situations that require people to respond ($r = 0.12$; $r \leq 0.01$), a highly significant correlation was found with the conversation situation ($r = 0.13$; $r \leq 0.01$).

Thus, according to the results of the study, the development of communicative competence in future officers of public security departments will allow them to respond positively to the views of their interlocutors, people will be able to respond to different segments of the population. found to be associated with empathy skills. In particular, the formation of communication and communication skills in the personality of the future officer proved to be a key factor in the development of their communicative competence.

In this regard, the development of communicative competence in future officers of public security units contributes to the formation of a number of personal characteristics that allow them to successfully solve problems

in the process of interaction. In particular, knowledge of social norms that allow to act in a communicative interaction environment, communication skills, skills that will help future officers to implement a communicative interaction plan, behavioral patterns that create a communicative plan, and more. The future officers of the public security units were able to examine what features of communicative competence are related to the organization, conduct and management features of the interview situation.

According to him, in order to organize an effective dialogue with people, the prospective officer should be able to respond positively to any thoughts of the interlocutor, to form the qualities and characteristics of an active participant in social relations, and to understand and react to people's emotional states. must be qualified. It was therefore found that the conversational situation was effectively correlated with the positive components of communicative competence.

IV. Discussion

It is known that the formation and development of communicative competence in the individual has been extensively studied by many foreign and Russian psychologists. In particular, communication as a socio-cultural phenomenon was studied by foreign scientists N.D.Arutyunova, M.M.Bakhtin, P.Berger, P.Burde, E.Gusserl, T.M.Dridze, A.S.Ionov, I.S. Studied by Kagan, T.Lukman, N.Luman, Yu.Khabermas, M.I.Panov, G.G.Pocheptsov, A.V.Sokolov, A.Shyuts and others.

Psychological aspects of communication K.A. Abulkhanova-Slavskaya, G.V.Akopov, B.G.Ananov, A.A.Bodalev, L.S.Vygotsky, V.P.Zinchenko, N.V.Kunitsina, A.N. Leontev, B.D.Parygin, L.A.Petrovskaya, S.L.Rubishteyn, V.D.Shadrikov, D.B.Elkonin.

The communicative development of the individual within the pedagogical process V.P. Bepalko, V.A.Bolotov, O.Ya.Goyxman, V.V.Davydov, V.I.Zagvyazinskiy, O.M.Kazartsev, B.F.Lomov, A.K.Markova, A.V.Mudrik, Analyzed in the scientific researches of V.A. Slastenin, L.A. Shipilina, G.A. Tsukerman, V.A. Yakunin and others.

Issues of military pedagogy, ways and directions of training future officers VTAshchepkov, A.V.Barabanshchikov, L.N.Berezhnova, I.A.Grebenshchikov, M.I.Dyachenko, N.M.Jarinov, A.I. Extensively studied in the research of Kameneva, V.G. Mikhaylova, V.G. Mikhaylovskogo, V.Yu.Novojilova, V.Ya.Slepova, I.V.Shevchenko and others.

It should be noted that the criteria for communicative competence were first developed in 1975 by T. Gordon. According to him, the issue of communicative competence is interpreted differently by a number of authors: the level of knowledge of the language, its behavioral manifestations, empathy, personal characteristics of the subject (adequate self-esteem, social orientation), creating a model of communication to communicate effectively with people, establishing and maintaining the necessary contacts with other people, the system of internal resources needed to create an effective communicative environment in certain situations of interaction in the system of interpersonal relationships, successful interaction using verbal and nonverbal means, etc.

According to I. Agafonova, communicative competence "is an integrated system of mental and behavioral characteristics of a person that contributes to successful communication, achieving goals (effective) and emotional comfort for participants. In its structure, the following components such as cognitive, value-semantic, personal, emotional and behavioral are distinguished [3].

According to E.V.Rudensky, communicative competence consists of the following abilities:

- A situation for communication through the provision of social psychological forecasting of communication.
- Socio-psychological programming of the communication process based on the specifics of the communicative situation.
- Implementation of socio-psychological management of communication processes in a communicative situation [9].

The components of communicative competence have been studied by I.I. Seregina, "firstly, the ability to communicate with other people, communication skills, maintaining constant contact with them, and secondly, to have this semantic information describing the general and professional knowledge of the manager regardless of field of activity and the ability to work "[10].

V.P.Truzovning emphasized that communication competence is, in fact, identity, but, as a rule, the self-serving competence of kamrak, as well as the meaning of the spirit of traditional and social intelligence of atamasiga zhuda, a certain person, his personality and the real object of Bashkalar bilan saddatliddekatligan, personality and accent as opposed to expression [11].

V.A.Kan-Kalik, N.D.Nikandarovlar the communication competence of a person activates the activity of helping a person borligning ajralmas the qualitative part of belgiladilar. The problem, they point out, is that not all known communicative actions can be imagined. It follows that one must have the knowledge, skills and competencies available to perform these communicative actions [8].

Similar ideas are put forward by NN Obozov in his scientific research. According to him, “communicative competence can be manifested in two main ways: based on knowledge and emotional experience, the individual’s ability to focus on different communication situations and communicate effectively with others through self-understanding and self-awareness Change, [12].

According to S.L. Bratchenko, “communicative competence is a set of certain qualities necessary for the proper implementation of interpersonal communication” [4].

Communicative competence, that is, "the ability and desire to communicate with other people, verbal and non-verbal interaction is the most important quality required in all situations of life," says D.A. Ivanov [5]. E.G.Kalinkina concludes that communicative competence is, firstly, "a person's personality, a characteristic of his abilities", and secondly, "it is manifested in his activities, behavior, which allows him to solve practical, life situations" [7].

From the above considerations, it is clear that the problem of communicative competence has been studied from the perspective of a number and many areas. This, in turn, is one of the issues that should be the main focus of the system of training future officers of public safety. Of course, this will play an important role in the future career of the future officer.

V. Conclusion

Based on the above considerations, it is advisable to draw the following conclusions on the development of communicative competence in future officers of public safety units:

- The ability of future officers of public security units to communicate, the development of communicative competence can be closely linked with the surrounding social environment, the human community and the system of interpersonal relationships.
- The quality of communication, the development of communicative competence in the person of a future officer in the public security departments is largely reflected in their professional activities, future plans and relationships with themselves and others.
- The development of communicative competence in future officers is associated with their active participation in the process of conversation, the ability to establish sincere relationships with people and the formation of a system of relationships with an understanding of their mental state.
- The correctness of the system of interpersonal relations in the human community, the mutual understanding and supportive skills of team members can be considered as a factor in developing communicative competence in future officers of public security units.
- It is expedient to use educational and information technologies, work games, psychological trainings in the educational process in order to develop communicative competence in future officers of public security units.

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