

DEVELOPMENT FACTORS OF SOCIO-PSYCHOLOGICAL COMPETENCE AND EMOTIONAL INTELLIGENCE OF FORENSIC PSYCHOLOGIST EXPERT

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Abstract: This article discusses the research of the manifestation and development of socio-psychological competence factors in the work of a forensic psychologist and the improvement of its specific socio-psychological factors. research of manifestation and development of communicative, emotional and personality components in a psychologist expert; in the development of socio-psychological competence of forensic psychologists, their relationship with the legal system is revealed.

Key words: forensic psychologist expert, socio-psychological competence, forensic psychological expertise, professional competence, competence, expert personality, emotional intelligence, professional activity.

Introduction

In the world, the need to train highly qualified, competitive, independent thinking specialists is increasing day by day. In the process of reforms that are carried out in a unique way all over the world, the requirements for the work of forensic psychologists indicate the need to conduct research on the psychological improvement of their professional, personal and intellectual potential.

On a global scale, research is being conducted on the development of a set of psychodiagnostic methodologies consisting of specially modeled assignments designed to improve social-psychological competence, to study the psychological foundations of the professional competence of forensic psychologists, to study the factors of the development of social-psychological competence, to evaluate the indicators of social-psychological competence and emotional intelligence. Improving the level of psychological training of forensic psychologists, determining the socio-psychological factors that develop their socio-psychological competence, increasing the role of professional training of forensic psychologists and determining the impact of their work efficiency is considered a separate research problem.

In our country, special attention is being paid to the fundamental reform of the judicial system, further improvement of the personnel training system, and increasing the level of professional training of specialists in the field. The Law of the Republic of Uzbekistan "On Forensic Expertise" defines important tasks for regulating relations in the field of forensic expertise. Research on improving the professional competence of forensic psychological expertise experts is of particular importance in performing these tasks. For this reason, increasing the psychological competence of forensic psychological expertise experts, realizing their personal qualities, forming socio-psychological competence factors that directly affect the effectiveness of activity through psychocorrective methods is considered an urgent problem.

This dissertation serves to a certain extent in the implementation of the tasks defined in the decision of the Cabinet of Ministers of the Republic of Uzbekistan dated June 7, 2019 No. 472 "On further improvement of the system of training personnel in the field of psychology and measures to prevent crimes in society" and other regulatory legal documents related to this activity .

LITERATURE ANALYSIS AND METHODOLOGY

When we researched sources related to socio-psychological competence, the analyzes related to it prompted us to shed light on another aspect of the socio-psychological competence of the forensic psychologist expert depending on the process of their professional development. This requires a separate study of the process of development of emotional intelligence, which is a factor influencing the development of socio-psychological competence, in relation to the activity of a forensic psychologist.

In modern psychology, the concept of "emotional intelligence" is widely used, and this concept was introduced to science by P. Selov and Dj. Meyers brought in.

According to the authors, emotional intelligence is the ability to express and evaluate emotions; understanding of emotion and possessing emotional knowledge; in addition, it is the ability of emotional management that unites the emotional and intellectual maturity of a person. With the introduction of the term "emotional intelligence" into science, a gradual change occurred in terms of the ratio of emotional and cognitive processes.

Emotion research is often done separately from intelligence research. Nevertheless, preliminary attempts to systematically analyze the relationship between affective and cognitive (cognitive) processes are being made. In the book "Psychologie des emotionalen Denkens" (1908) by the German psychologist and philosopher G. Mayer, a perfect classification of types of thinking is given. G. Mayer distinguishes emotional thinking along with "judgmental" type of thinking, in which practical needs - will and feeling are in the first place. Comparing these types of thinking, G. Mayer points out that there are several commonalities between them, in particular: similar logical processes can be observed (interpretation, objectification, activity of categorical apparatus). However, there is a tendency in emotional thinking activities that is different from logical thinking: in which the cognitive process is "shadowy, pushed into the background, the focus is on the practical goal, in which cognition is considered just an additional tool."

G. Mayer divides emotional thinking into affective (aesthetic and religious) and volitional types. Aesthetic thinking refers to aesthetic experiences that include judgment in the form of "likes and dislikes". And in religious thinking, emotional imaginations of fantasy, thoughts of faith are included (an example is the reasoning "God exists" that arises from irrational, affective and volitional desire). G. Mayer's research dispels the "intellectual superstitions" that the interest in knowing is secondary in thinking, and emphasizes that "emotional thinking" plays an important role in human mental activity.

By the end of the 1970s and 1980s, there was a growing interest in the study of the interaction between emotion and thinking. In this period, views about the mutual effect of emotional and cognitive processes have been proven in many studies. For example: the

study of the influence of depression on the reality of thinking, the interdependence of the variability of human mood and the tendency to creativity, as well as the study of the possibilities of emotional self-control, the hypothesis of the existence of a "cognitive loop" connecting mood and feedback was put forward. The essence of this view is that negative emotions lead to negative thoughts and in turn increase the speed of emotional experiences. In addition, positive emotions activate positive thoughts. In the cognitive concept of R. Lazarus, the idea of cognitive determination of emotions is central.

Cognitive indirect expression is evaluated as a necessary condition for the emergence of emotions. In the concept of R. Lazarus, mainly two cases are important:

- 1) regardless of its essence, each emotional reaction is a cognitive or evaluation function of its own type;
- 2) the reaction of an emotional response represents some kind of syndrome, each part of which reflects some important moment in the general reaction.

In 1983, H. Gardner, who identified the possibility of many categories of intelligence, suggested the existence of different intellectual abilities called "intropsychic abilities" (introspection - the ability to observe oneself) and "personal abilities". Gardner initially distinguishes seven types of intelligence: visual-spatial, verbal-linguistic, logical-mathematical, bodily-motor, musical-rhythmic, interpersonal and intrapersonal; In 1998, natural and existence types were added.

Each intellectual ability is important in achieving success in a particular area of life. The value of each component of intelligence is determined by general criteria that encourage and discourage the development of specific intellectual abilities.

Gardner proposed criteria for each newly identified type of intelligence. First of all, each form of intelligence should have its own system of signs. At the same time, it should be based on the system of its basic operations or functions to obtain evidence. Gardner's model allowed for a more integrated, but at the same time, a different view of the nature and forms of intelligence. R. Sternberg continued the research started by E. Doll, D. Veksler and R. Liper. As a result, the concept of "applied intelligence" emerged, defined as "the ability to adapt, change, or correct situations that arise in real life."

In R. Sternberg's theory, intelligence is considered as an informational system that serves to adapt a person to the environment. The main content of the triarchic theory is as follows: "Intellect can be defined as mental self-management, mental management of the whole life by means of a constructive goal-oriented method." Mental self-management includes three main elements: adaptation to the environment, selection of new environmental influences or selection of an environment compatible with the individual, and shaping of the environment.

In assessing the harmony between emotional intelligence in the development of socio-psychological competence in the professional maturity of forensic psychologist experts, N. We chose the methodology of "Emotional intelligence study" created by Hall. First, we will focus on the general results of the test, and then we will try to study its relationship with social intelligence. A. Adler, while talking about emotional intelligence, said that not IQ, but its emotional equivalent, emotional intelligence (EQ), defines a person's ability to deal as the most important indicator.

RESULTS.

Today, we will mention five main elements characterizing emotional intelligence:

- knowing one's emotions;
- managing one's emotions;
- formation of personal motivation;
- identifying other people's emotions;
- management with mutual relations.

Now let's turn to the overview of the main results. If we focus on the nature of emotional intelligence, we can see that it has a side that complements social-psychological competence.

We evaluate the emotional intelligence of forensic psychologists based on five scales of the applied method.

General indicators of emotional intelligence of forensic psychologist experts N=102

	Scales	M	S
Emotional intelligence study test	Emotional intelligence	13,73	2,748
	Manage your emotions	12,02	1,41
	Self-motivation	12,29	1,86
	Empathy	13,09	2,19
	Sensing other people's experiences	12,11	2,21

Note:

M – average value

S – standard error

The general results of emotional intelligence of forensic psychologist experts are high on three scales and average on two scales. The fact that their emotional intelligence (13.73 points) is at a high level indicates the limits of personal experiences, the understanding of emotions in interpersonal relationships, the two sides of emotional intelligence, i.e. understanding the need for intellectual management to understand one's own emotions or, on the contrary, the need for emotions to provide creative impulses and intuitions in the process of professional activity. , shows that he is aware of the psychological and life experience of emotional stability and instability in the process of activity, stress, depression and the search for ways to overcome them. It is emotional literacy that is embedded in personality traits and individuality as an important aspect of EQ. We think that this level of emotional literacy of forensic psychologists means that they are theoretically ready to understand the psychological disorders, emotional stress, and emotional relationships of forensic psychological experts.

The second indicator of EQ is "managing one's emotions". According to this scale, Court psychologist experts showed an average value, which indicates that Court psychologist experts are a little behind in putting their theoretical knowledge about emotions into practice, they may be subject to emotional stress when faced with difficult situations, and they may be nervous in understanding the people around them (12.02 points). We can consider this situation as a consequence of the hard work of this profession.

Another important function of emotional intelligence is to support a person's mental well-being, to provide him with a sense of self-confidence and motivation. It is necessary to interpret the emotional aspects of the court psychologist experts in this direction with the values of the "self-motivation" scale. Indicators on the "Self-motivation" scale are limited to the average level (12.29 points). In this scale of the emotional intelligence of the forensic psychologist expert, it is necessary to show the important functions of their emotions and the ways and methods of using them. Due to the fact that the analyzed results are general, there is an opportunity to provide new information when analyzing the status of social psychological competence in terms of tasks of forensic psychologist experts. If according to the results of the "self-stimulation" scale, the court should know the emotional possibility of psychological experts to self-stimulate, depressions, spiritual pleasures and psychological methods of getting enough satisfaction from all when the time comes.

However, the values of the next "empathy" scale are more positive (13.09 points). Empathy is an important condition for ensuring the professional activity of forensic psychologist experts. Empathy is important for forensic psychologists to understand their colleagues and the people around them. Lack of empathy in practice leads to various levels of conflicts and mutual misunderstandings. We can say that forensic psychologist experts are far from such a situation.

The results of the scale "Feeling other people's experiences" are also high (12.11 points), just like empathy. According to the professional maturity of forensic psychologist experts, the ability to understand interpersonal relationships, to feel the experiences of other people, to be able to express one's attitude to them, and to evaluate changes in verbal and non-verbal behavior is reflected in the results of emotional intelligence. , but relied on the correlational analysis of the internal relationship between intelligences.

Conclusion

In the course of our research, it was noted that the factors of socio-psychological competence of forensic psychologist experts each have their own dynamics and results, and this method, in turn, naturally becomes important in determining the effectiveness of socio-psychological competence in the science of social psychology.

The role of emotional intelligence in the development of socio-psychological competence of forensic psychologists is invaluable. It may depend on the growing demands for the professional activity of court psychologist experts and the formation of social experiences.

The increase in indicators of socio-psychological competence factors of forensic psychologist experts is directly related to the increase of experience in their professional activities, as well as the formation of social skills and qualifications.

The role of socio-psychological competence in the development of forensic psychologist experts depends not only on the increase in the duration of the activity, but also on the socialization of the individual.

In general, forensic psychologist experts assess the professional competence of forensic psychologists by in-depth study and analysis of factors such as their adequate communication, adequate emotional attitude, and by drawing appropriate empirical conclusions, when evaluating indicators of social-psychological competence, which are of great importance in the manifestation of the harmony of personal and professional activity. the possibility of provision was confirmed once again.

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