

FACTORS OF DEMONSTRATION AND DEVELOPMENT OF SOCIO-PSYCHOLOGICAL COMPETENCE OF PROTECTIVE SERVICE STAFF

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Abstract: This article discusses the research of the manifestation and development of the factors of social-psychological competence of security service employees and the improvement of its specific social-psychological factors. The results of the research related to the investigation of the manifestation and development of communicative, emotional and personality components in employees are described.

Key words: security service employees, socio-psychological competence, professional competence, competence, emotional intelligence, professional activity.

Introduction

Acceleration of the process of globalization in the world shows the need to improve the system of educating the individual and social-psychological impact on him in accordance with the specific principles of social development. Particular attention is paid to the formation of a person who meets the requirements of large-scale reforms implemented in Uzbekistan, has high intellectual potential, can quickly adapt to sudden changes, is competitive, and works effectively at the level of the requirements for the qualifications of specialists in the labor market.

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

Social competence is the ability to show activity in the process of interpersonal relations, to be able to engage in interpersonal communication in the process of professional activity. Socio-psychological competence refers to the professional activity of a specialist, in which emphasis is placed on pedagogical activity and pedagogical behavior at a sufficiently high level. Therefore, the socio-psychological competence of the educator can be assessed by the ratio of his qualifications and psychological qualities.

A.A. According to Dunyushin, a person's social-psychological competence is the ability to apply the knowledge, skills and abilities necessary for interaction with people in professional activities. This definition is clarified by the author through the following several considerations:

- a) competence can be considered as a description of a specific activity subject;
- b) the content of competence depends on the purpose, structure and special requirements of professional activity;

c) emotional volitional and communicative characteristics, intelligence, interpersonal relations, and personality orientation serve as the basis of competence.

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.

The following traditional classifications of competence are also noted in the scientific and methodical literature:

- political and social competences related to the ability to assume responsibility, participate in joint decision-making;
- competences found in society, aimed at living with other people, regardless of their culture, language and religion, origin, understanding them, helping them and eliminating mutual disagreements;
- competencies that demonstrate the possession of written and oral communication, which are important in professional activities and in community life.

Analyzing and interpreting how and in what way socio-psychological competence is studied as a psychological problem in general is of great importance today. Because without adequately evaluating the scope of theoretical-scientific and practical-methodical researches on social-psychological competence, it is impossible to comment on the issue of improving and developing the social-psychological competence of employees working in the security service within the framework of professional activity. It can also be seen from the above considerations that the requirements for the security service personnel's activity are quite responsible, in many cases it depends on the factors affecting social-psychological competence.

RESULTS

Social-psychological competence is necessary to ensure a person's effective introduction to interpersonal relationships and successful adaptation. In the section devoted to the theoretical analysis of the problem, special emphasis was placed on the fact that it is impossible not to rely on theoretical approaches in the formation of the program for the development of socio-psychological competence of preschool teachers (M.I. Bobneva, A.L. Yujaninova, G.Yu. Aysenk, etc.).

One of the scientists promoting the modern interpretation of the socio-psychological structure is M.I. According to Bobneva, it is not for nothing that it is emphasized that socio-psychological competence is the result of the mutual harmony of individual and socialization aspects of the social development of a person.

A.L. The socio-psychological guidelines developed by Yujaninova can serve to determine the specific importance of the implementation of this program. The author emphasizes that communicative competence is similar to the concept of socio-psychological competence and that

it is formed due to the internalization of social experiences, which is an endless and continuous process.

Now let's turn to the overview of the main results.

Personality types play an important role in determining the socio-psychological competence of security service personnel. After all, the professional activity of security service employees requires a certain level of harmony with personality traits.

Security personnel can develop through factors such as socio-psychological competence, communicative competence, personality types and social competence.

Extroversion means "directed from the inside out", people with this type of tendency like to be inside people more, share their experiences more with others. Sociable, has a wide circle of acquaintances. In some cases, they lack seriousness. He is quick to gain people's trust and is also quick to offend.

Introversion means "directed from outside to inside", people of this type are heavy, restrained, sensitive, careless, strictly following the rules of friendship, limited communication circles, shy, more busy with their inner world and like solitude. It can be seen from the definition that people belonging to this type are people who organize positive interpersonal relations in social relations and can quickly adapt to the social environment. G.Yu. The statistical values of the empirical data obtained on Eysenck's questionnaire "Determining extroversion, introversion and neuroticism" can be interpreted on the basis of the table below (Table 1).

Table 1

General values of security personnel personality types

Based on Yu.G. Eysenck's methodology	Scales	M	S
	Extrovert	15,61	0,93
	Introvert	11,93	0,55
	Neuroticism	13,41	0,62
	Fake	1,99	1,94

In order to accept the results of the survey in practice, the indicators of the "fake" scale, which means the neutrality of the respondents' answers, were also taken into account.

According to the requirements of the questionnaire, the value of this scale is smaller than the standard of the test, that is, according to the standard, the value around 5 points has objectivity. In general, the extroversion type of educators of the analyzed preschool educational organization is in a normal state (15,61). This indicates that the extrovert type of security guards are sociable, like to be among people, active, can openly express their feelings, and are quick to adapt to situations. Also, the willingness of this type of people to learn social experiences can be found out from the results of the survey. According to this result, the value of their neuroticism scale (13.41) shows that the person has tension in the nervous system and has the ability to control it.

In our study, the values of preschool teachers belonging to the introvert type (11.93) indicate that they are more restrained and able to manage their nervous system. However, our goal was to

determine the influence of a certain type on the formation of social-psychological competence, not the personality types of preschool teachers. Therefore, the results are explained based on the type of personality and the social-psychological competence relationship of preschool teachers. Quantitative values between social-psychological competence index and personality types of security service personnel were observed (Table 2).

Table 2

The results of the correlation relationship between the personality types of security service employees and indicators of socio-psychological competence index

Criteria		Personality types		
		Extrovert	Introvert	Neuroticism
Index of social-psychological competence	Social-perceptual competence	0,476**	-0,083	-0,467**
	Communicative competence	0,299*	-0,094	-0,335*
	Cognitive competence	0,302*	-0,023	-0,068
	Self-psychological competence	-0,386**	0,341*	-0,058

Note: * $p \leq 0,05$, ** $p \leq 0,01$

In this case, extrovert educators have a well-developed ability to carefully conduct communication, to understand the interlocutor's feelings, experiences, and wishes. It can be seen that they carry out their activities cheerfully, they are able to solve the unpleasantness that they may encounter in relationships without restraint, restraint and excessive passions, and the decrease in the ability of communicative competence and neuroticism is also characteristic of extrovert type educators.

But in extroverts, there is a decrease in "interpersonal interaction analysis" and a slight increase in interactions in introverts. This can be explained as a consequence of security guards' observability, calmness in interpersonal interactions, correct use of words when reacting to interlocutors, lack of excessive nervousness and caution in dealing with tensions.

Conclusion

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

The role of personality types in the development of social-psychological competence of security service personnel is incomparable. It may depend on the growing demands for the professional activity of security service personnel and the formation of social experiences.

The increase in indicators of socio-psychological competence factors of security service employees 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 security service personnel depends not only on the increase in the duration of the activity, but also on the socialization of the individual.

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

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