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SOCIO-PSYCHOLOGICAL AND COMMUNICATIVE COMPETENCE OF PROTECTIVE SERVICE STAFF

Abstract. This article discusses the research of the manifestation and development of the factors of social-psychological and communicative competence of security service employees and the improvement of its specific social-psychological factors. , the mechanisms for determining the components are revealed.

Key words: competence, social-psychological competence of an employee, professional competence, competence, professional activity, professional knowledge, skills and competencies, professional psychological characteristics

СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКАЯ И КОММУНИКАТИВНАЯ КОМПЕТЕНТНОСТЬ СОТРУДНИКОВ СЛУЖБЫ ОХРАНЫ

Аннотация. В данной статье рассматриваются исследования проявления и развития факторов социально-психологической и коммуникативной компетентности сотрудников службы охраны и совершенствования ее отдельных социально-психологических факторов. , раскрываются механизмы определения компонентов.

Ключевые слова: компетентность, социально-психологическая компетентность сотрудника, профессиональная компетентность, компетентность, профессиональная деятельность, профессиональные знания, умения и компетенции, профессионально-психологические характеристики

QO'RIQLAHS XIZMATI XODIMLARINING IJTIMOIIY-PSIXOLOGIK VA KOMMUNIKATIV KOMPETENSIYASI

Annotatsiya. Ushbu maqolada qo'riqlash xizmati xodimlarining ijtimoiy-psixologik va kommunikativ kompetentsiya omillarining namoyon bo'lishi va rivojlanishini o'rganish va uning o'ziga xos ijtimoiy-psixologik omillarini takomillashtirish masalalari muhokama qilinadi.

Kalit so'zlar: kompetentsiya, xodimning ijtimoiy-psixologik kompetentsiyasi, kasbiy kompetentsiya, kompetentsiya, kasbiy faoliyat, kasbiy bilim, ko'nikma va malakalar, kasbiy psixologik xususiyatlar

Introduction. Highly qualified in the world, the need to train competitive, independent thinking professionals is increasing day by day. It is intended to study the psychological aspects of the social-psychological and professional competence of security service employees in the world, to research the factors of development of their social-psychological competence, to evaluate the social-psychological competence of security service employees, to improve their social-psychological competence Research is being conducted to develop a set of specially structured psychological methods . Improving the level of psychological preparation for the professional activities of security service personnel, determining the socio-psychological factors and mechanisms for the development of their social-psychological competence, increasing the role of professional training of security service personnel and determining the impact on their performance is considered a separate research problem.

Completely new tasks of moral and spiritual support of all employees and military personnel serving in the system of psychological guard service, as well as raising the general worldview, moral and intellectual potential of employees, patriotism, pride, pride, loyalty to their profession. and assign tasks to increase the sense of higher responsibility.

Moral and spiritual support of employees is carried out in psychodiagnostic, psychoprophylactic and psychocorrective work.

Literature analysis and methodology.

In the process of studying the structure of competence and competence categories, several directions can be distinguished. Many authors evaluate the functional approach as promising, and they also believe that competence is manifested in professional activity, and at the same time, it is also its basis. In this case, competence is understood as a system of working resources necessary to create effective action within the specific framework of the process. The competence structure is divided into the following components: directive and executive, substantive (knowledge) and process (skills), cognitive and operational.

General aspects of the problem of socio-psychological competence G.M.Andreyeva, Ye.A. Abulkhanova-Slavskaya, V.P.Bederkhanova, A.A.Bodalev, M.Kyarest, V.A.Labunskaya, A.N.Leontev, A.K.Markova, D.Myers, Ye.S.Mikhailova, A.V.Petrovsky, S.L.Rubinstein, A.V.Khutorsky, A.J.Yujaninova researched by

A.K.Markova analyzed social competence in terms of content and distinguished its process and result aspects. The author systematized the structure of competence in terms of the process (pedagogical activity, pedagogical communication, student's personality) and the results of pedagogical activity, that is, the student's education and upbringing.

Therefore, all aspects of labor activity are called the psychological module, professional knowledge, skills and abilities, professional psychological characteristics. participates. Also, the competence structure is a working tool of activity, i.e. looking at elements such as motivation, knowledge, skills and competence, an idea appears about taking into account its process and result indicators.

In the scientific research conducted by A.V.Khutorsky, competence – manifests itself as a unique individual - psychological characteristic, and competence emphasizes that the effective and quality activity of a person in a specific environment consists of the necessary preparation and predetermined social requirements.

interprets the essence of the following two levels based on knowledge, skills, competence and thinking:

1) categories, emotional-emotional images, social standards, stereotypes, etc., and thinking systems (reflexive mental activity on solving social problems);

2) practical, executive, that is, a system of skills and abilities to interact with people. Both of the above directions serve to increase reflexive and progressive features of competence.

In our opinion, without these two levels, the essence of the concept of competence would not be considered so complete.

O.A.Bulavenko suggests that competence should be considered not as a characteristic feature of professional activity, but as a state of a person's persistently increased or decreased activity. In our opinion, competence is manifested only in active professional activity, any stagnation in activity can be an obstacle to its success.

I.A.Zimnaya considers competence as orientation, ability to set a goal, emotional -volitional control of behavior, value-meaningful relationships as characteristics of a person. According to him, the competence structure consists of the following system of components:

a) readiness to manifest these characteristics in the work mental and external behavior of a person;

b) to understand the means, methods and programs for achieving success, to be able to deal with social and professional issues, to comply with the requirements of discipline and specific norms. This increases the main content of the competence as follows ;

c) experience of applying knowledge in practice, that is, skills and competence;

d) emotional -volitional regulation, the ability to demonstrate competence, as coordination of its manifestation depending on the circumstances of social and professional interaction.

As can be seen from the above, it is necessary to distinguish specific signs reflecting the ability to self-control, personal and professional ability in cases of manifestation of social-psychological and

professional competence in the structure of competence. Effective use of knowledge, skills and abilities in the process of forensic psychological expertise requires the formation of psychological mechanisms of self-management and self-management from a forensic psychologist.

Teacher A.A.Dunyushin emphasizes that social-psychological competence of a person is the ability to apply knowledge, skills and abilities necessary for interaction with people in professional activities. Apparently, the author of the opinion was identified by the following several comments:

- a) competence can be assessed 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) competence emotional-volitional qualities, sociability of a person, intellectual potential, orientation of a person serve as a basis for competence.

Therefore, based on the above analysis, it is necessary to understand that the development of aspects related to the communicative competence of court psychologists is one of the urgent tasks, researching various aspects of the professional activity of court psychologists is a requirement of the present time.

According to A.V.Raysev, the following steps are included in the essence of the concept of competence: intellectual, practical, value-purpose and speech. Only then will the specialist's competence be manifested in a specific situation that always depends on the type of activity.

According to L.G.Semushina's interpretation of the works, the level of mastery of a profession or specialty is determined by the specialist, due to the low, medium and high level of qualification. Here, the scientist tried to bring qualification closer to the concept of competence.

Based on the theoretical analysis carried out by N.S.Aulova, it can be said that the following criteria of social competence should be based on the preparation of specialists for activities :

- the level of reflexive activity of a person - attitude to colleagues, choosing the image of an ideal specialist expressed in personally significant professional qualities, assessing suitability for one's profession, formation of reflexive (understanding of one's own understanding and actions) actions;
- mastering the level of formation of the content-process, operational component, tools, methods and ways of professional activity as the main technological preparation;
- the mastered system of professional knowledge of the level of cognitive activity, the ability to apply methods of solving professional problems;
- the degree of formation of trust in the high social definition of the profession;
- understanding the importance of the need to master the skills of effective professional activity;
- strive to find ways to implement them in their professional activities;
- level of awareness.

In this definition, the author pays special attention to the system of specific socio-psychological factors.

Today, in the world, special importance is attached to the following main aspects of social-psychological competence :

- a) social - feeling of responsibility, ability to make decisions in cooperation and active participation in it, tolerance to different ethnic cultures and religions, compatibility of personal interest with society's requirements;
- b) communicative - the ability to communicate in written and oral ways in different languages;
- c) critical attitude to social information disseminated through mass media;
- d) cognitive - the need to constantly improve the level of education, to activate and realize one's potential, that is, the ability to independently acquire knowledge and skills, self-development;
- e) intercultural competences;
- f) competence in the field of independent cognitive activity;
- j) preparation for independent performance of special professional activities, assessment of the results of one's work .

In the above-mentioned works, the interpretation of competence criteria on the basis of general scientific, social, political-legal and general professional knowledge is of particular importance. It should be noted that there is also a tradition of interpreting professional knowledge, skills and competencies as a factor of socio-psychological competence.

who revealed the fundamental foundations of the science of psychology, is that they proved that qualification is a complex of social and professional qualification requirements imposed on the social and professional abilities of a person.

Thus, competence can be as basic and professional as competence, while professional competences can often be called ordinary competences. In the scientific literature, the following are included as the main qualifications:

- extra-functional knowledge, skills, individual characteristics of a person beyond the level of professional training;
- general professional knowledge, skills and qualifications, as well as abilities and qualities of a person necessary to perform work in the field of specific professional groups;
- necessary cross-cultural and cross-disciplinary knowledge, skills, competencies and abilities to adapt to different teams and work effectively in them.

Table 1

RESULTS
on the diagnostic of communicative social competence (n=102)

Factors		employees with up to five years of work experience		employees with more than five years of work experience		The difference (in %)
		n ₁ – 41		n ₂ -61		
		n	%	n	%	
"A" factor	Communicate	16	39.01	40	65.6	±26.5
	Has difficulty communicating	25	60.9	21	34.4	
	Total	41	100	61	100	
"B" factor	Logical thinker	19	46.3	33	54.1	±7.8
	Weak thinking	22	53.6	28	45.9	
	Total	41	100	61	100	
"C" factor	Stable	13	31.7	43	70.5	±38.8
	Unstable	28	68.3	18	29.5	
	Total	41	100	61	100	
"D" factor	Optimism	16	39.01	34	55.7	±16.6
	Pessimism	25	60.09	27	44.3	
	Total	41	100	61	100	
"K" factor	Creative thinking is developed	14	34.1	38	62.3	±28.2
	Realist	27	65.9	23	37.7	
	Total	41	100	61	100	
"N" factor	He can control himself	19	46.3	45	73.8	±27.5
	Has difficulty in control	22	53.7	16	26.2	
	Total	41	100	61	100	
"M" factor	Self-directed	18	43.9	28	45.9	±2
	Oriented to others	23	56.1	33	54.1	
	Total	41	100	61	100	
	Total	41	100	61	100	

The results obtained from the "Communicative Social Competence Diagnostics" method, "communicativeness" on the "A" factor is higher in employees with more than five years of work

experience compared to employees with less than five years of work experience. 65.6% (+26.5%), on the contrary, difficulty in communicating was 34.4% (-26.5%). It can be seen that the work of a forensic psychologist is a factor associated with increasing seniority and experience. According to the "B" factor, the level of "logical thinking" of employees with more than five years of experience is 54.1% (+7.8%), and the level of "weak thinking" is five 53.6% (-7.8%) of court psychologists with the duration of work activity showed. But we can see that the difference range (± 7.8) between the employees with five years and more than five years of work experience on this factor is not significantly different. The ability of "logical thinking" is considered an important aspect of the work of a forensic psychologist, and it was determined that this ability was formed over the years. In this, the role of direct intellectual development process is incomparable. "Stability" and "instability" factors made 70.5% over five years, and instability made 68.3% before five years (± 38.8). From this it became clear that stable social relations develop over the years. The next criterion, i.e., the factor of "optimism" and "pessimism", five-year optimism was 39.01%, and "pessimism" was 60.09% among forensic psychologists with five years of work experience. Optimism, that is, entering into a relationship with others in a high mood, is more common among forensic psychologists with more than 5 years of work experience, while pessimism, that is, changes in mood, personal pragmatic disagreements, and interruptions in the communication process, has more than five years of work experience. It was found that psychologists have a high rank ($\pm 16.6\%$).

According to the "K" factor, the "level of development of creative thinking" was 34.1% before five years, and realists made 65.9%. It can be seen that during communication, realistic thinking of up to five years, while those with more than five years of work experience develop such qualities as creative approach to events, ability to freely react and analyze.

As for the next factor, the factor "Ability to control oneself" was manifested in 19 persons under five years of experience, and "Difficulty in self-control" was manifested in 73.8% of 45 respondents with more than five years of experience. . When analyzed according to the last factor, "self-orientation" is 45.9% with the participation of 28 respondents with more than five years of experience, "other-orientation" with 23 respondents with more than five years of experience, 56. made 1%. According to him, in the process of communication, the predominance of self-relation is fully formed in more than five years of work, and then attention to others, that is, to the social environment, directly prevails. These analyzes are more clearly reflected in Table 1.

So, based on the studied empirical results, it was observed that the psychological factors affecting the socio-psychological competence of security service employees (depending on the work experience) can be different. Based on the identification of these factors, a certain level of psychological analysis will be conducted to eliminate existing problems in increasing the social-psychological competence of security service personnel, and based on the results of this analysis, the next tasks of providing psychological services to them will be determined.

Conclusion. So, based on the studied empirical results, it was observed that the psychological factors affecting the socio-psychological competence of security service employees (depending on the work experience) can be different. Based on the identification of these factors, a certain level of psychological analysis will be conducted to eliminate existing problems in increasing the social-psychological competence of security service personnel, and based on the results of this analysis, the next tasks of providing psychological services to them will be determined.

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Jurnal O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi huzuridagi OAK Rayosatining 2023 yil 29 dekabrda 347-son qarori bilan **10.00.00 – filologiya, 13.00.00 – pedagogika, 19.00.00 – psixologiya** fanlari bo'yicha dissertatsiya ishlari natijalari yuzasidan ilmiy maqolalar chop etilishi lozim bo'lgan zaruriy nashrlar ro'yxatiga kiritilgan.

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