

Comparative analysis of psychologist-expert competence based on information technologies

Laziz Olimov^{1,2} and Zulfiya Maxmudova^{1,*}

¹Bukhara State University, Bukhara City, M. Iqbol, 11, 200100, Uzbekistan

²Bukhara State Pedagogical Institute, Bukhara City, Piridastgir, 2, 200100, Uzbekistan

Abstract: In this article, based on the research conducted to determine the manifestation of socio-psychological competence factors in the activity of a forensic psychologist in the conditions of Uzbekistan and to study their proportional development with professional competence, the formation of competencies based on the socio-psychological competence of a forensic psychologist in the process of activity is cognitive, the mutual proportional development of emotional and behavioral factors depends on individual and differential differences in ensuring the effectiveness of the activity, the boundaries of the emotional experience of the forensic psychologist in ensuring the quality of forensic psychological examinations, understanding one's own emotions and intellectual management, professional due to the need for emotion in the manifestation of creative impulses and intuitions in the process of activity, the development of the emotional intelligence of a forensic psychologist in relation to the criteria of socio-psychological competence, communicative competence in the development of socio-psychological competence of a forensic psychologist, socio-psychological knowledge of forensic psychological expertise. According to the range and importance of emotional intelligence, theoretical and practical opinions are given to prove the need to use a combination of psychotechniques aimed at improving emotional-volitional, cognitive and communicative motivational possibilities in the application of psychodiagnostic methods. Also, mathematical-statistical analyzes using information technologies are presented in the processing of the obtained results.

1 Introduction

To study the psychological aspects of the socio-psychological and professional competence of forensic psychologist experts in the world, to research the factors of development of their socio-psychological competence, to evaluate the demonstration of social-psychological competence of the forensic psychologist experts, to improve their socio-psychological competence. Research is underway to develop a set of methods. Improving the level of psychological preparation for the professional activities of forensic psychologists, determining the socio-psychological factors and mechanisms of developing their sociopsychological competence, increasing the role of professional training of forensic psychologists and determining the impact of their work efficiency is considered a separate

* Corresponding author: varzonze1985@mail.ru

research problem. 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 socio-psychological competence of forensic psychologists is of great importance in performing such important tasks specified in this law. Therefore, it is considered as an urgent problem to increase the social-psychological competence of forensic psychologist experts, to realize the characteristics characteristic of their personal qualities, and to form factors of social-psychological competence that directly affect the effectiveness of their professional activity through psychocorrective and developmental methods.

2 Literature analysis and methodology

Analyzing the scientific research works aimed at studying the problem of manifestation and development of socio-psychological competence of forensic psychologist experts in modern psychology, we paid special attention to the theoretical interpretation of many psychological features related to the methodology of professional and socio-psychological competence in them. Based on the analysis of several scientific literature, we can see that there are different approaches by researchers to the definition of social-psychological competence. 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 [1-21].

A.K.Markova analyzed social competence in terms of content and distinguished its process and result aspects. The author systematizes 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 [9]. Therefore, professional knowledge, skills and abilities, professional psychological characteristics, which are called psychological module, are involved in all aspects of labor activity. Also, the competence structure is a working tool of activity, i.e. looking at elements such as motivation, knowledge, skills and competence, there is an idea of taking into account its process and result indicators.

In M.Kyaerst's studies, components such as the essence of competence and its basis (abilities, talent, knowledge), human activity as a process (definitions, descriptions, symptoms), activity results (work results, changes in the object of activity) are introduced. The author included the following descriptions in the content of competence: - intellectual compatibility with the issues that are mandatory for the person (employee) working in the position; - the quantity and quality of the issues formulated and solved by the specialist in the main work; - success in solving the main issues; - characteristics of a person that are manifested in the effectiveness of solving problematic issues. Here, the scientist approached the concept of competence more by taking into account the individual psychological characteristics of a person. Our observations on the study of the socio-psychological competence of a forensic psychologist and the analysis of the fundamental literature related to the research problem require special attention to the views of scientists dealing with the problems of socio-psychological competence [8].

Socio-psychological competence of a court psychologist expert means the professional activity of a court psychologist expert, which implies the ability to perform practical professional activities and professional treatment at a sufficiently high level. At the same time, the socio-psychological competence of a forensic psychologist can be assessed by the proportionality of his professional knowledge and skills, and on the other hand, his

professional position and psychological qualities. Nowadays, competence is mainly considered as human ability, then it gives an opportunity to think about different abilities and talents of a person. Here we see that there are different approaches to the interpretation of the concept of "ability". 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.

Also, the competence structure is a working tool of activity, i.e. looking at elements such as motivation, knowledge, skills and competence, there is an idea of taking into account its process and result indicators. Forensic psychological expertise is deeply entering the practice of legal activity today. To fully understand the nature of forensic psychological expertise and to apply it in a wide range of practice, it is necessary to know the way of its formation and historical development.

Interest in researching and studying the psychological characteristics of participants in criminal proceedings (accused, victim and witness, impartial) has existed since ancient times. The progress of human society, the replacement of one social system by another social system has caused a number of innovations and changes in society. In this way, the development of society, like all other fields, stimulated the development of the science of psychology. As a result, the importance of psychological experiments in legal practice has increased, and the methods of conducting them have improved. This, in turn, ensured that investigation and trial processes were conducted in a transparent and fair manner. However, the transparent and fair conduct of investigation and judicial processes in many cases depends only on the experience, knowledge, skills and conscience of the judge or investigator. Such a situation naturally leads to the need for the involvement of other sectors in the judicial and investigative process. Initially, during the judicial process, psychologists paid special attention to researching the characteristics of mental development of minors, memory, thinking and perception and imagination processes. We can see that forensic psychological expertise is assigned the task of determining legal situations, not only checking the authenticity of the instructions, but also checking their strength as a means of proving them, determining the guilt of the person who committed the crime. Although there is no reason for this, some mistrust has not yet been finally overcome. On the contrary, in the context of the growing needs of the perfecting practice in legal court work, it is reasonable to underestimate the possibilities of modern psychological science [11].

On the contrary, in the context of the growing needs of the perfecting practice in legal court work, it is reasonable to underestimate the possibilities of modern psychological science. As S S Shipshin and V F Engalishv wrote, the main features of the concept of forensic expertise are as follows: a) the preparation, appointment and conduct of forensic psychological expertise is carried out in accordance with a special legal regulation, which, along with determining the rights and obligations of the expert in the process and the person appointing the expertise, in this regard, the accused (also determines the rights of the suspect; b) conducting research based on the application of special psychological knowledge; c) providing a conclusion that has the status of a source of evidence. The main content of the expertise in the conduct of criminal proceedings is the research of certain information for the purpose of determining new facts, which are important for the preliminary investigation of crimes or the consideration of criminal cases in court. Forensic psychological expertise is widely used in the practice of law enforcement agencies. It should be noted that, like other types of forensic examination, it has specific goals and tasks [12].

The main purpose of the forensic psychological examination is to conduct research based on specific data collected and developed in legal psychology or practice and to answer questions posed by the investigator, the determining body or the court. With his conclusion, the expert helps the court and the investigation to determine the cases, without giving them a legal assessment. As V.V.Romanov noted, "The main goal of forensic psychological expertise is to help courts and preliminary investigation bodies in deeper research of special questions with psychological content that are part of the subject of proof in criminal cases, and the subject of criminal cases is a structural element of the subject of proof of civil disputes, reflected in the law is to assist in researching the psychological content of a number of legal concepts [13]. According to M.V.Kostitsky, the goal of forensic psychological examination is the need to obtain an objective assessment without being interested in the decision made, the action taken, their effectiveness, the expressed direction, their real and prospective quality; conflict, debate consists in the ability to objectively, fairly and rigorously assess its subject, to solve existing issues with the help of psychological knowledge [7].

In general, it is appropriate to admit that the problem of competence and its socio-psychological principles have been studied by Uzbek scientists. In this, special attention is paid to the issues of communication, mutual relations in the pedagogical team, culture of communication. In particular, in the research conducted under the leadership of Sh.H.Abdullayeva, M.G.Davletshin, D.G.Mukhamedova, Z.T.Nishonova, E.G.Goziyev, B.R.Kadirov, F.B.Shoumarov, among the psychologists of our republic, the role of a person's communication, behavior in managing various activities, the social-psychological characteristics of representatives of various fields and research aimed at elucidating professional competence can be noted separately [12].

In the research conducted under the leadership of Sh.R.Baratov, special attention is paid to the issue of developing the socio-psychological competence of psychologists through the organization of psychological services in educational organizations [2].

Based on the socio-psychological competence of the educators of F.F.Ganjiyev maktabgasha educational organization, the manifestation of their communicative abilities as the main factor of their adaptation to activities, the formation of a cooperative position in communication, the orientation to overcome frustration in them, the prevention of professional conflicts due to the priority being given to the emotional-cognitive aspect focused on the composition of the nikma. [11]

Sh.Sh.Rustamov studied the specific features of the use of mathematical methods in the development of the professional competence of practicing psychologists. In particular, the level of development of mathematical literacy among practicing psychologists is an indicator of the effectiveness of psychodiagnostic and psychocorrective work due to the formation of inductive and deductive drawing skills according to the differentiation of cognitive and logical competence characteristics, the use of data processing packages by practicing psychologists, content analysis, the manifestation of the skills of primary grouping and interpretation of the results depends on the differential differences in age according to the formation of the skills of working with the color of matrices under the integrative influence of divergent thinking factors, creative competence, and the fact that it is a cognitive factor that ensures the development of creative thinking proved [11].

3 Results

Thus, if the analysis of the above studies allows to define the competence from a scientific and theoretical point of view, on the other hand, it is a scientific and theoretical basis to

develop the criteria of socio-psychological competence, which are considered to be characteristic of the forensic psychologist experts for the purpose of the scientific research, and to apply it in practice. serves as This allows for the development of socio-psychological and professional competence of forensic psychologist experts and proper scientific observation when conducting scientific research at a certain level. In general, it is necessary to pay special attention to the following aspects regarding the coverage of the researched problem in scientific literature:

1. The issue of socio-psychological competence is one of the most urgent issues of modern psychology, and it mainly serves to ensure the effectiveness of professional competence in a person.

2. Since a person is a social being in the literal sense, the issue of social-psychological competence is formed and develops in harmony with his immediate work psychological structure;

3. The development of professional competence of forensic psychologist experts is determined and evaluated by socio-psychological factors of a certain level.

4. All researchers who have studied personal competence pay special attention to its social and psychological aspects, as well as to its aspects related to specific professional competence. This requires the need to interpret professional competence on the basis of socio-psychological principles of a certain level.

Summarizing these scientific considerations, we should emphasize that today the study and research of social-psychological competence of forensic psychologists within the framework of professional activity is one of the most relevant areas of social and applied psychology.

Forensic psychologist experts should improve the following basic competencies:

1. Communicative competence:

- in the process of forensic psychological expertise, the expert should express his attitude within the scope of his authority, based on the legal grounds, orally and in writing, using short, clear, understandable and effective means, to emphasize when pronouncing words. to be correct, to adhere to the standards of literary language, to express one's opinion without mistakes following the rules of spelling and etiquette;

- being able to listen and respect the opinion of the team and group members in the process of cooperation according to the requirements of the situation, to respond correctly to objectionable opinions, to add one's share in the formation of their opinion.

2. Competence of self-development as a person:

- to make continuous self-development as a person, striving for spiritual, psychological and intellectual maturity as a permanent life-spiritual need;

- respecting and following national and universal values;

- to regularly read and study books in various directions (artistic, journalistic, scientific, scientific-popular, science and technology, art, etc.), draw conclusions, learn from them in appropriate cases be able to use it in practice as a proof and proof of the opinion;

- to be able to take a critical approach to one's behavior and opinions, to be able to control oneself, to be able to correctly evaluate the content of oral and written texts.

Competence, as the practical application of knowledge, skills, skills and life experiences, plays a major role in the life of a forensic psychologist expert, in his maturity as an expert, from this point of view, first of all, while forming and developing the factors of social and psychological competence, forensic psychologist experts must form their basic competencies and It is desirable to achieve development.

Based on the research on social-psychological competence, we divided the set of criteria for determining the factors of social-psychological competence by forensic psychologist experts into the following.

1. Cognitive;

1.1. To know the special rules for understanding those who are being examined in the process of forensic psychological examination;

1.2. Social memory - memory aimed at mastering the image and name of people;

1.3. Social intuition is the ability to understand the mood, feelings, and actions of those being examined, the ability to appropriately observe behavior in a social context;

1.4. Being able to prognostically assess social reality - form a plan of personal actions, consolidate one's own activities, see personal activities through the eyes of others, and evaluate unused alternative opportunities.

2. Emotional;

2.1. Social expressiveness - social expressiveness, social sensitivity, social control;

2.2. Shared grief is the ability to enter the situation of the people being examined, to put oneself in the place of others.

2.3. Self-regulation is the ability to regulate one's emotions and moods.

3. Moral;

3.1. Social perception - the ability to listen to people being examined;

3.2. Social interaction - readiness and ability to work in cooperation, ability to mutual collective influence;

3.3. Social adaptability - the ability to explain and convince others, the ability to get along with other people, the manifestation of sincerity in relationships with others [11].

Due to the need for the emotional experience limits of the forensic psychologist expert in the conduct of qualitative forensic psychological examinations, intellectual control to understand his emotions, emotion in the manifestation of creative impulses and intuitions in the process of professional activity, the criteria of the socio-psychological competence of the emotional intelligence of the forensic psychologist expert are mutual. Researching the proportional development of forensic psychologists, analyzing the social and psychological competence of forensic psychologists, paying serious attention to its specific development factors, plays an important role in ensuring the effectiveness of the professional activity of forensic psychologists. Therefore, in order to have complete information about the possibilities of social-psychological competence of forensic psychologist experts, research work is carried out on the basis of the established norms, reliable data are collected and the obtained results are socio-psychological analyzing them based on requirements is one of the main tasks of our research. In this chapter, we aim to solve this problem, to introduce scientific innovations that are important for such disciplines as social and applied psychology, legal psychology, and general psychodiagnostics.

Based on the purpose of our research, we tried to give practical recommendations based on the study of the demonstration of social and psychological competence, analysis of the obtained results and drawing of appropriate conclusions. The obtained results were entered into the system of criteria and points adopted in a special order, which made it possible to obtain important information.

A psychotraining program was organized among the members of the same team to ensure the correlation between the socio-psychological competence and the emotional intelligence of the forensic psychologist. It was emphasized that this, in turn, embodies the important aspects of ensuring the socio-psychological competence of a forensic psychologist. It can be said that Psychotre's program was able to provide not only individual growth of forensic psychologist experts, but also collective and group cohesiveness, mutual respect and understanding, and prevention of conflict situations. This is also confirmed by the testimony of forensic psychologist experts after the application of the program. The results after the psychotraining program showed that the development was achieved in the components representing the socio-psychological competence of forensic psychologist experts. There was an increase in all indicators of socio-psychological competence among forensic psychologists with less than five years of experience and more than five years of experience, especially

understanding of people among forensic psychologists with less than five years of experience (10,34 and 15,95, $t=2,35$; $p<0,00$); achievement motivation (10,12 and 15,27, $t=5,10$; $p<0,00$); emotional stability (10,76 and 15,15 , $t=2,05$; $p<0,01$) and social psychological competence (9,07 and 15,49, $t=3,02$; $p<0,06$) and all other competence criteria Forensic psychologist experts with more than five years of experience especially understand people (13,02 and 16,07, $t=2,24$; $p<0,04$); emotional stability (12,67 and 17,41, $t=2,16$; $p<0,01$); social psychological competence (14,20 and 17,85, $t=2,64$; $p<0,07$); verbal competence (12,95 and 16,38, $t=2,41$; $p<0,05$); communicative competence (13,61 and 16,08, $t=4,31$; $p<0,04$); stable human relations (13,20 and 17,54, $t=2,14$; $p<0,03$) there was a high increase in the scales. The growth of these competences, in turn, can serve to ensure the professional maturity of the forensic psychologist expert by ensuring the development of his socio-psychological competence. (Table 1).

Table 1. Comparative view of the results of socio-psychological competence of the court psychologist expert (according to the Koskom methodology)

№	Scales	Those with five years of work experience n=41						Those with more than five years of work experience n=61					
		Declarative experience		Control experience		Differences		Declarative experience		Control experience		Differences	
		M	S	M	S	t	p	M	S	M	S	t	p
1	Understanding people	10,34	3,25	15,95	1,90	2,35	0,00	13,02	4,01	16,07	3,26	2,24	0,04
2	Understanding of situations	10,39	3,79	13,49	3,87	2,61	0,01	12,44	3,62	14,39	3,53	2,36	0,08
3	Persistence	9,41	3,36	14,98	3,57	2,14	0,05	12,92	3,58	14,75	3,06	4,41*	0,01
4	Moral regulations	10,32	4,12	13,56	3,38	3,02*	0,04	13,08	3,11	15,33	3,05	6,10**	0,02
5	Achievement motivation	10,12	3,00	15,27	2,60	5,10*	0,00	13,46	3,89	15,98	2,72	2,14	0,03
6	Emotional stability	10,76	3,28	15,15	2,93	2,05	0,01	12,67	3,95	17,41	1,49	2,16	0,01
7	Image	10,46	3,11	14,41	3,56	2,14	0,08	14,43	3,21	16,84	2,32	2,15	0,01
8	Social psychological competence	9,07	2,90	15,49	1,86	3,02*	0,06	14,20	3,19	17,85	1,18	2,64*	0,07
9	Verbal competence	10,80	3,49	14,63	3,10	2,61*	0,08	12,95	3,25	16,38	3,15	2,41*	0,05
10	Operational socio-psychological competence	8,88	2,92	14,66	3,31	1,74	0,01	12,46	3,33	15,39	3,20	2,82*	0,01
11	Ego competence	10,00	3,65	13,93	2,96	2,14*	0,08	13,77	3,61	14,12	3,32	0,91	0,09
12	Communicative competence	9,63	3,90	14,17	3,29	0,52	0,05	13,61	3,47	16,08	2,74	4,31**	0,04
13	Reliability	10,34	3,94	13,44	3,14	3,02**	0,01	13,87	3,50	15,57	2,74	5,12**	0,01
14	Stable human relations	9,27	4,03	14,85	2,34	1,04	0,05	13,20	3,43	17,54	2,91	2,14	0,03
15	Ability of communicative personality	9,34	3,45	14,34	3,21	2,10*	0,08	13,49	3,65	15,54	3,15	2,41*	0,05

Note: * $p<0,05$; ** $p<0,01$; *** $p<0,001$ M – average arithmetic value S – standard deviation p – statistical difference

Table 2. Analysis of comparative indicators of emotional intelligence of forensic psychologist experts (N. Hall's method on)

Emotional intelligence	Scales	Experts with five years of work experience n1-41		Experts with more than five years of work experience n2-61	
		Declarative experience	Control experience	Declarative experience	Control experience

study test (N. Hall methodology)		M	S	M	S	M	S	M	S
	Emotional intelligence	10,02	2,18	13,68	1,99	11,26	2,20	15,38	1,38
Managing one's emotions	9,09	1,26	15,49	2,13	12,18	1,31	16,25	1,36	
Selfmotivation	9,73	1,47	15,73	1,53	12,39	1,45	15,80	1,51	
Empathy	9,80	1,56	15,54	1,94	11,29	2,18	16,46	1,18	
Sensing other people's emotions	7,27	2,48	15,87	2,21	12,24	2,04	16,67	0,68	

Note: M – average value, S – standard error

As can be seen from the above tables, the general results of the emotional intelligence of forensic psychologist experts with five years of work experience after the application of the training program show that the average emotional intelligence is 3.66 , managing one's own emotion 6.40, self-motivation 6.00, empathy 5.74, feeling other people's feelings 8.60, we can see that the growth has been achieved. Analyzing the general indicators of emotional intelligence of forensic psychologist experts who have been working for more than five years, emotional intelligence is 4.12, empathy is 5.17, feeling the emotions of other people is 4.43, managing one's own emotions is 4.07, self-motivation increased by 3.41 points, it becomes important as it enables a high validity and reliable assessment of the studied respondent in the process of conducting a forensic psychological examination. to understand one's emotions and to realize the need for intellectual management or, on the contrary, emotion in providing creative impulses and intuitions in the process of professional activity, knowledge about the functions of the emotions of the person being examined, emotional stability and instability during the examination process, negative emotional states, in particular: affect, indicates that they are sufficiently aware of the psychological aspects and life experience of stress, frustration, depression and the search for ways out of them (Table 2).

Now, after the direct control experience, we will proceed to the analysis of the correlation between the socio-psychological competence of the forensic psychologist and the emotional intelligence.

Table 3. The results of the correlation between the social and psychological competence of forensic psychologist experts with five years of work experience and the general expression of emotional intelligence (n=41, after the control experiment).

	Scales	Emotional intelligence				
		Emotional intelligence	Managing one's emotions	Selfmotivation	Empathy	Sensing other people's emotions
Social-psychological competence according to Kunitsina's methodology	Understanding people	0,638**	-0,080	0,304	0,482*	0,639**
	Understanding of situations	0,692**	0,507*	0,263	-0,103	0,706**
	Persistence	0,220	0,049	0,098	0,203	0,276
	Moral regulations	0,259	0,604*	0,502	0,703**	0,091
	Achievement motivation	0,572*	-0,036	0,508*	0,402	0,506*
	Emotional stability	0,302	-0,123	0,096	0,208	0,341
	Image	0,403*	0,635*	0,506*	0,108	0,631*
	Social psychological competence	0,603**	0,528*	0,654*	0,100	0,709**
	Verbal competence	0,489*	-0,032	0,482	0,282	0,509*
	Operational socio-psychological competence	0,422	0,573*	0,681**	0,512*	0,444
	Ego competence	-0,090	0,353*	-0,098	0,622	-0,068
	Communicative competence	-0,108	0,516*	0,621*	-0,011	-0,091
	Reliability	-0,101	0,262	0,013	0,746**	-0,101
Stable human relations	0,009	-0,024	-0,063	0,712**	0,012	

Ability of communicative personality	0,603*	0,082	0,096	0,701*	0,625*
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Note: * $r \leq 0,05$, ** $r \leq 0,01$

As a result of the conducted training session, we can see that the results obtained in the determining experiment increased in a positive direction. It can be seen from the data obtained from the control experience that the emotional intelligence of court psychologist experts is reflected in the correlation between some statistically significant symptoms that determine the positive formation of socialpsychological competence. The existence of such a socio-psychological opportunity in forensic psychologist experts with five years of work experience serves as one of the factors that properly organize professional activity. As a result, forensic psychologist experts know how to have the ability to eliminate various conflict situations and mutual conflicts that may arise during the examination process. From the table above, we can see that if we pay attention to aspects connecting emotional intelligence with socio-psychological competence of court psychologist experts with five years of work experience, they have an understanding of people and a sense of other people's experiences ($r=0,639, p \leq 0,01$) and emotional intelligence ($r=0,638, p \leq 0,01$), while the scale of managing one's emotions ($r=-0,080, p \leq 0,01$) with negative, understanding of situations, feeling other people's feelings ($r=-0,706, p \leq 0,01$), emotional intelligence ($r=0,692, p \leq 0,01$) with high positive, empathy ($r=-0,103, p \leq 0,01$) with negative, moral attitudes empathy ($r=0,703, p \leq 0,01$) managing one's emotions ($r=0,604, p \leq 0,05$) with high positive, achievement motivation emotional intelligence ($r=0,572$, highly positive with $p \leq 0,05$), negative with managing one's own emotions ($r=-0,036$), emotional stability negatively with managing one's own emotions ($r=-0,019$), verbal competence with sensing other people's emotions ($r=0,509, p \leq 0,05$) showed a high positive correlation with emotion management ($r=-0,032$), negative correlation with three scales, ego competence, communicative competence, trustworthiness and stable human relations with two scales, positive correlation with all scales of emotional intelligence, self-confidence, moral standards, image, social psychological competence, operative social-psychological competence, and personality communicative ability, indicates that it has developed under the effective influence of applied psychotechniques, and this quality of forensic psychological expertise is important for implementation (Table 3).

Table 4. Correlation results between the social and psychological competence of forensic psychologist experts with more than five years of work experience and the general expression of emotional intelligence (n=61, after the control experiment)

	Scales	Emotional intelligence				
		Emotional intelligence	Managing one's emotions	Selfmotivation	Empathy	Sensing other people's emotions
Social-psychological competence according to Kunitsina's methodology)	Understanding people	0,473	0,304	0,509	0,267	0,701**
	Understanding of situations	0,036	0,772**	0,207	0,441	0,532
	Persistence	0,098	0,252	0,336	0,328	0,551
	Moral regulations	0,761**	0,203	0,098	0,346	0,208
	Achievement motivation	0,395	-0,029	0,556	0,509	0,289
	Emotional stability	0,226	0,046	0,408	0,509	0,391
	Image	0,395	0,406	0,189	0,503	0,449
	Social psychological competence	0,075	0,523	0,332	0,749**	0,276
	Verbal competence	0,236	0,541	0,493	0,285	0,208
	Operational socio-psychological competence	0,773**	0,099	0,031	0,231	0,523
	Ego competence	0,405	0,472	0,432	0,375	0,289
	Communicative competence	0,017	0,316	0,792*	0,472	0,413

Reliability	0,079	0,486	0,475	0,489	0,318
Stable human relations	0,341	0,789**	0,483	0,494	0,699*
Ability of communicative personality	0,123	0,503	0,789**	0,276	0,371

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

We can see that high correlation coefficients were observed between emotional intelligence and social psychological competence in the testimony of forensic psychologist experts with more than five years of work experience. This shows that court psychologists with more than five years of work experience clearly rely on their personal experience and imagination when organizing their professional activities (Table 4).

So, based on the above, it can be said that our ideas about the manifestation of socio-psychological competence of forensic psychologist experts are directly related to factors such as emotional intelligence, professional and communicative competence, which are formed in a unique way in each forensic psychologist expert. In this regard, it is clear that social-psychological competence primarily serves to determine the efficiency of professional activity and ensure the integrity of a person.

From the results of the study, it was found that in a closed questionnaire conducted to assess the professional competence of forensic psychologists with five years of experience, explain the articles of the Family Code of the Republic of Uzbekistan on the activity of forensic examination (76%), what methods can be used to assess the respondent's ability to perceive the situations in which the work is important (71%), in which cases a document is prepared on the impossibility of giving a conclusion (71%), Citizenship of the Republic of Uzbekistan explain the articles related to the activity of forensic expertise in the Criminal Code of the Republic of Uzbekistan (63%), explain the articles related to the activity of forensic expertise in the Criminal Code of the Republic of Uzbekistan (61%), what methods are used to determine the mental and physical condition of the respondent (victim, witness, suspect) should be studied (56%), explain the articles on the activity of forensic expertise in the Civil Procedural Code of the Republic of Uzbekistan (54%), financing of forensic expertise, organizational, scientific-methodical and information provision. According to the preliminary results, we can see that according to the preliminary results, a low result was recorded for questions such as: explain the essence of the chapter on improving the qualifications and legal knowledge of judicial experts (51%). This indicates that a quality court can have a negative impact on the process of conducting psychological examinations. On the contrary, it was noted that the performance of those with more than five years of work experience is medium and high on all questions.

From the above data, we can see that there is a sharp difference between the legal and psychodiagnostic knowledge related to forensic psychological expertise and the knowledge of forensic psychologist experts who have been working for up to five years and those who have more than five years of work experience. That is, the knowledge of court psychologist experts who have been operating for more than five years depends on their work experience, and showed medium or high performance in relation to the given questions. This definitely indicates that there is a need to conduct training and development activities with them.

It can be said that a number of efficiency has been achieved as a result of the practical application of the training module on the development of professional competence. To

determine the effectiveness of our dissertation research, the analysis of the data obtained as a result of re-diagnostic research was compared in the range of average quantitative indicators between the educational module and the post-module. This shows that the professional competence of a forensic psychologist has changed in a unique way, which is related to the factors of socio-psychological competence. The educational module envisages the improvement of knowledge on the application of legal and psychodiagnostic work in relation to the legal and sub-legal documents related to the field of professional competence of a forensic psychologist. This is confirmed by the results of all judicial psychologist experts after using the training module.

Court psychologists with five years of work experience should be able to use methods of assessing the Respondent's ability to perceive situations where the work is particularly important (from M1-6,30 to M2-9,18, growth M-2,88), on the preparation of a document on the impossibility of giving a conclusion (from M1-3,95 to M2-8,46 dash, increase M-4,51), grounds for conducting a forensic examination and A high level of growth was achieved in such indicators as the knowledge of explaining the terms (from M1-4,66 to M2-8,54, an increase of M-3,88).

Forensic psychologists with more than five years of work experience can use methods to assess the respondent's ability to perceive situations where the work is particularly important (from M1-3,95 to M2-8,73, increase M-4,78), improving the qualifications and legal knowledge of forensic experts (from M1-6,00 to M2-9,00, increase M-3,00), knowledge of explaining the basics and terms of conducting forensic expertise (M1-5,74 to M2-8,98, increase M-3,24) has achieved a high level of increase in readings (determinative experiment average reading M1-5,74 to 7,28, A standard deviation of S-0,41 was observed in the case, while in the control experiment, the mean M2 increased from 6,12 to 8,79. -0,41 was shown).

Based on the above results, it can be said that on the basis of the application of the "Training module of the professional competence of the forensic psychologist" in the development of the socio-psychological competence of the forensic psychologist, their correct proportionality in a positive relationship with the professional competence, skills and professional knowledge according to which it has been proven that the quality court has a priority character for conducting psychological examinations.

In general, with the increase in the professional competence of forensic psychologists, their socio-psychological competence increases.

4 Conclusion

In researching the socio-psychological competence of forensic psychologists, it is very necessary to refer to their emotional intelligence. It can be said that positive connections between socio-psychological competence and emotional intelligence of forensic psychologist experts are considered important in the process of activity, and a correct working relationship between the qualities of social-psychological competence and emotional intelligence has been formed by all criteria. This made it possible to better understand the state of professional development of the socio-psychological competence of the forensic psychologist. It is important to develop the socio-psychological competence of forensic psychologist experts, and in the program of developing their socio-psychological competence, special attention was paid to the psychological situations and the influencing mechanisms of the system of interpersonal relations related to forensic psychological expertise. The ability of a forensic psychologist to have an adequate relationship with one or another person, in particular, a high level of communication in forensic psychological examinations, the ability to analyze communication situations, adequate sensitivity to the interlocutor's behavior, actions, mental experiences and different situations characterized by the manifestation of the qualities of flexibility at a certain level. Demonstration of socio-psychological competence of forensic

psychologist experts, direct dependence on factors such as professional and communicative competence formed in a unique way in each forensic psychologist serves to determine social-psychological competence, effectiveness of professional activity and ensure personal integrity. Demonstration of the socio-psychological competence and professional competence of the forensic psychologist is of great importance in the organization and conduct of the forensic psychological examination on the basis of high efficiency. The fact that a forensic psychologist expert organizes and conducts forensic psychological examinations based on established standards directly depends on their knowledge of the field. From this point of view, it was possible to determine their socio-psychological competence by evaluating the possibilities of having knowledge about the concepts related to the field and being able to apply it in practice. So, based on the above, it can be said that our ideas that the development of cognitive, emotional and behavioral factors in the process of activity, the formation of the basic competencies for the sociopsychological competence of the forensic psychologist depend on individual and differential differences in ensuring the effectiveness of the activity. found confirmation of z. In this regard, it is clear that social-psychological competence, first of all, serves to determine the efficiency of professional activity and ensure the integrity of a person.

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