



PEDAGOGICAL PROCESSES FOR IMPROVING THE EDUCATION OF INTERNAL AFFAIRS OFFICERS IN THE SPIRIT OF DEDICATION TO THEIR PROFESSION

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Abstract: *This article analyzes pedagogical processes for improving the development of professional dedication among law enforcement officers. Professional dedication is an important professional quality for law enforcement officers, the formation and development of which requires a continuous pedagogical process. The article examines the stages of developing professional dedication – initial professional training, education, and the processes of professional development during service. The components of these processes are also analyzed: training content, methods, forms, and tools. Areas for improving pedagogical processes are based on a combination of informational and educational, motivational and value-based, practical and active, and reflective-analytical components. The conclusion provides practical recommendations for organizing effective pedagogical processes.*

Keywords: *pedagogical process, professional dedication, law enforcement agencies, professional education, training content, teaching methods, gradation, continuity, professional development, moral education.*

INTRODUCTION

Modern in society the right protection to do organs in front of standing of tasks complexity , crime new forms appearance corruption and other negative to vices against of struggle increase internal affairs organs of employees professional readiness and spiritual - moral to the qualities was requirements fundamentally As the head of the Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan, R. Khatamov, noted : “We will achieve results if we lay a solid foundation for education. To do this, we must educate our students from a young age as highly educated, spiritually and physically healthy, dedicated to their profession, selfless, and patriotic individuals.”

The loyalty of internal affairs officers to their profession is not only a personal quality, but also an important factor in the effectiveness of the entire system. The loyalty of employees is manifested in their loyalty to their duty, strict adherence to the requirements of the law, their desire to protect the rights of citizens, and their ability to make the right decisions in difficult situations. Therefore, improving pedagogical processes aimed at the formation and development of professional loyalty is an urgent scientific and practical issue.

In the context of building a democratic society based on the rule of law, the tasks assigned to the internal affairs bodies are becoming increasingly complex. In the process of ensuring public safety, protecting the rights and freedoms of citizens, and establishing the rule of law, an important factor, along with the professional skills of employees, is their loyalty to their profession. Professional loyalty is characterized by a conscious approach of an employee of the internal

affairs bodies to his duty, acceptance of the values of the system as an internal belief, and prioritizing the interests of society.

Therefore, pedagogical improvement of the process of educating internal affairs officers in the spirit of loyalty to their profession is an urgent scientific and practical task. This article analyzes the pedagogical processes of the formation and development of professional loyalty, their content, forms and factors ensuring their effectiveness.

The process of forming professional loyalty of internal affairs officers is characterized by the following specific features:

Legal basis - the process is based on the requirements of laws and departmental regulations.

Professional orientation – all pedagogical influences are carried out in connection with the professional activities of employees.

Practical relevance - *theoretical knowledge is provided in direct combination with practical activities.*

Compliance with disciplinary requirements - educational influences are closely related to the requirements of service discipline.

Collective character - professional loyalty is largely formed under the influence of relationships and the socio-psychological climate in the team.

Analysis of foreign experience shows that special attention is paid to the formation of moral education and professional loyalty in police academies. Experts say that “the main goal of moral education is to awaken moral imagination, develop the ability to recognize moral issues, form analytical skills, awaken a sense of moral obligation and personal responsibility, and develop the ability to respond to moral conflicts and uncertainties.”

LITERATURE ANALYSIS ON THE TOPIC

law enforcement officers in a spirit of dedication to their profession has been studied from various aspects by a number of local and foreign researchers.

Khudoyberganov (Khudoyberganov AX, 2020: 31) in his study studied the issues of preventing professional deformation of internal affairs officers and strengthening their professional loyalty. According to the author, the professional loyalty of employees is closely related to their personal qualities, value system, and professional motivation.

Yuldashev (Yuldashev BB, 2019: 67) analyzed the pedagogical factors of forming professional responsibility and service discipline in internal affairs officers. The scientist noted that the process of forming loyalty is ensured not only by command and control, but also by conscious awareness, the formation of professional identity, and a sense of social significance.

Karimov (Karimov Sh.Sh., 2021: 72) studied the role of spiritual and moral education in the training of future internal affairs officers. In his opinion, instilling the values of duty, patriotism, legality, and humanity in the educational process based on an integrative approach serves to sustainably form professional loyalty.

Tursunov (Tursunov MM, 2018: 56) studied the issues of developing psychological preparation and stress resistance in the system of internal affairs bodies. The author connects loyalty with a person's emotional stability and professional self-control and justifies the importance of psychological training in the pedagogical process.

Abdullayev (Abdullayev RR, 2022: 62) analyzed the didactic conditions for the formation of professional identity in internal affairs

officers. He noted that employees with a high level of professional identification also have high indicators of loyalty to the service, discipline, and responsibility.

Foreign researchers Meyer and Allen (Meyer JP, Allen NJ, 1991: 67) developed a theory of organizational loyalty, which distinguishes affective, normative and continuance types of loyalty. This approach allows for a component-based analysis of the professional loyalty of law enforcement officers.

studies the process of professional socialization in police academies and emphasizes that the role model of the instructor is crucial in shaping service values. He believes that, along with the formal curriculum, informal influences also determine the professional position of an employee.

Tyler (Tyler TR, 2006: 102) analyzed the factors that shape loyalty to the principles of legality and justice in law enforcement officers. According to the author, fair management and internal organizational culture strengthen employees' internal loyalty to the service.

The results of the analysis show that the formation of professional loyalty of internal affairs officers is carried out on the basis of an integral unity of pedagogical, psychological and organizational factors. In most studies, loyalty is interpreted in connection with motivation, values, professional identification and socialization processes. At the same time, the issue of developing pedagogical processes as a complex model and integrating them with practice is not sufficiently systematized, which determines the relevance of this study.

RESEARCH METHODOLOGY

was aimed at theoretically and practically substantiating the pedagogical processes of improving the upbringing of internal affairs officers in the spirit of loyalty to their profession. The research methodology was based on the unity of philosophical, general scientific and special pedagogical approaches. These approaches were used in a complementary and interdependent manner, allowing for a comprehensive coverage of the phenomenon of professional loyalty.

The philosophical basis of the study was based on such categories as the relationship between the individual and society, duty and responsibility, values and beliefs. Professional loyalty of an employee of the internal affairs bodies means not only the fulfillment of official duties, but also conscious loyalty to the principles of social justice, legality and humanity. From this perspective, the study focused on the process of spiritual and moral formation of the individual and the realization of professional identity.

The study was based on the following methodological approaches.

involves considering professional loyalty as a system of interrelated components. According to this approach, loyalty is a holistic system consisting of motivational, cognitive, emotional and behavioral components. If one of these components is not sufficiently developed, the overall result will not be stable. Therefore, the study analyzed the process of forming professional loyalty not as a set of separate elements, but as an integrally connected pedagogical mechanism. The educational process, service environment, leadership culture and team factors were considered as a single system.

A person -centered approach requires taking into account the individual characteristics, interests, needs and values of the employee.

The path of professional formation of each employee is unique, and the level of commitment also depends on his personal experience and motivational structure. Therefore, the need to organize the educational process not in a standard, uniform form, but on a differentiated basis was justified. This approach was aimed at revealing the internal potential of the employee, realizing himself as a professional, and transforming the content of the service into a personal value.

The activity approach interprets loyalty as a quality that is formed in the process of service activities. Loyalty is strengthened not only by theoretical knowledge or external discipline, but also in the process of performing real service duties. Therefore, methods such as practical exercises, analysis of problem situations, modeling of service situations played an important role in the research. The active participation of the employee, independent decision-making and a sense of responsibility were considered as the central elements of the pedagogical process.

The axiological approach involves organizing an educational process based on professional values and spiritual criteria. Since the activities of internal affairs bodies are directly related to human destiny, rights and freedoms, the formation of values such as justice, honesty, patriotism and humanity in an employee is of particular importance. In the study, professional loyalty was explained in connection with the adoption of these values at the level of internal beliefs. The content of the educational process was enriched with value-oriented exercises and reflexive discussions.

The competency approach served to justify professional loyalty as a component of professional competence. Based on the requirements of modern education, along with the knowledge, skills and qualifications

of an employee, his professional attitude and responsibility are also important criteria. From this point of view, loyalty was interpreted not as a separate moral quality, but as an integral structural element of professional competence. This made it possible to direct the educational process towards a practical result.

ANALYSIS AND RESULTS

Within the framework of this study, the process of educating internal affairs officers in the spirit of loyalty to their profession was comprehensively analyzed. The main attention of the study was paid to identifying the factors of formation of professional loyalty, its structural components and mechanisms of pedagogical influence. The results obtained showed that professional loyalty is not a random phenomenon or a phenomenon associated only with service discipline, but is the product of a complex pedagogical and psychological process.

In the process of analysis, the level of professional loyalty of employees was initially diagnosed. The results showed that the loyalty indicator is more related to the internal motivation of the individual, the level of understanding of the content of the service, and the acceptance of professional identity. It was observed that loyalty was relatively low and unstable in employees who approached the service based on external incentives or disciplinary requirements. On the contrary, in employees who perceived the service as a socially significant activity, professional stability and responsibility were manifested at a high level.

Analysis of pedagogical processes has shown that three main factors play an important role in the formation of loyalty. The first is the system of spiritual and moral education. If the values of legality,

justice, patriotism and humanity are systematically strengthened in the process of training and service, a conscious attitude towards service is formed in employees. The second is the process of professional identification. When an employee feels himself an integral part of the system of internal affairs bodies, he is able to combine the goals of the organization with his personal goals. The third is the personal example of leaders and mentors. Practical observations have shown that if there is a healthy socio-psychological environment in the team, the level of loyalty increases significantly.

During the pilot study, a special pedagogical program was developed and implemented. The program used analysis of professional situations, cases of ethical choices, reflection exercises and group discussions as the main tools. When comparing the initial and final results, it was found that the indicators of professional loyalty in the experimental group significantly increased. A conscious approach to service, a sense of responsibility and professional pride were strengthened in employees.

The results showed that the formation of loyalty should not be limited to the provision of theoretical knowledge. If the pedagogical process is inextricably linked with practical activities, that is, problem-solving tasks are given based on service situations, then employees will develop the skills of independent thinking and ethical decision-making. This will bring loyalty to the level of an internal need.

The study also found that seniority is an important factor. While loyalty in new employees is based on more idealistic ideas, in experienced employees it is formed enriched by real service experience.

Therefore, the need to organize educational work based on a differentiated approach was justified.

In general, the results of the analysis showed that the formation of loyalty of internal affairs officers to their profession depends on the systematic and purposeful organization of pedagogical processes. To develop loyalty, spiritual and moral education, professional identification, psychological preparation and leadership culture should be carried out in harmony with each other. The results of the experiment confirmed the effectiveness of the developed pedagogical model and showed that it can be widely implemented in practice.

In addition, the results of the study showed that a clear and consistent expression of institutional values is an important factor in the formation of professional loyalty. If the goals and objectives of the organization are reflected not only in official documents, but also in practice in the daily work process, employees will have greater confidence and respect for these values. Therefore, strengthening corporate culture in internal affairs bodies, promoting service traditions, and explaining the importance of professional symbols were considered effective means of increasing loyalty.

The issue of psychological preparation was also studied separately during the research. It was found that an employee's stress resistance, ability to make decisions in difficult situations, and emotional stability are directly related to his or her loyalty to the profession. If an employee is not mentally prepared or cannot adapt to professional difficulties, he or she may develop apathy or negative attitude towards the service. Therefore, establishing a system of psychological training, motivational

interviews, and individual counseling was recognized as an important condition for strengthening loyalty.

Social factors have also been found to have a significant impact on the level of loyalty. When there is an atmosphere of mutual respect, cooperation and open communication in the team, employees feel valued and supported. This increases professional stability. On the contrary, a conflict environment, injustice or problems with leadership can lead to a decrease in loyalty. Therefore, the need to improve the communicative competence of managers, introduce fair management principles and strengthen team cohesion was justified.

The results of the study also made it possible to clarify the criteria for assessing professional loyalty. It became clear that measuring loyalty only by disciplinary indicators or service efficiency is not enough. It is advisable to comprehensively assess it through a person's attitude to professional values, a responsible approach to his duties, initiative and loyalty to collective interests. On this basis, the system of diagnostic criteria was improved.

In addition, it was found that the effectiveness of educational work can be increased through the use of information and communication technologies. The process of strengthening professional values was brought to a more systematic and modern form with the help of online seminars, motivational video materials and interactive platforms. This increased the interest of young employees and helped them form a positive attitude towards the service.

At the end of the research, the main principles of the developed pedagogical model were identified. Among them, the principles of continuity, systematicity, person -centeredness, and integration with

practical activities are of paramount importance. This model showed the need to form professional loyalty not through short-term promotional tools, but through a long-term educational strategy.

As a general conclusion, it should be noted that the development of loyalty of internal affairs officers to their profession requires a complex, multifactorial and consistent pedagogical process. Loyalty is formed inextricably linked with the internal motivation, moral values and professional identification of the individual. The results of the study confirmed the effectiveness of the developed pedagogical approach and showed that its widespread implementation in practice will serve to improve the quality of service and professional stability in the system of internal affairs bodies.

CONCLUSION AND SUGGESTIONS

In the course of this research, the pedagogical foundations of improving the upbringing of internal affairs officers in the spirit of loyalty to their profession were comprehensively studied and scientifically analyzed. The results of the study showed that professional loyalty is not a product of simple service discipline or external control, but is a complex socio-pedagogical phenomenon determined by deep inner confidence, value orientation, and a conscious professional position.

occurs on the basis of the interaction of several factors. First of all, the personal qualities, spiritual and moral views and professional motivation of the employee play an important role. If the employee perceives the service only as a material provision or obligation, loyalty will not be stable. On the contrary, professional loyalty is firmly formed

in a person who perceives the service as an honorable task aimed at ensuring the peace of society and the safety of citizens.

It was also found that the content and level of organization of the pedagogical process are also of decisive importance. It was proved that the educational and training processes should not be limited to the provision of theoretical knowledge, but should be enriched with practical activities, analysis of problem situations and reflection exercises. Such an approach develops the skills of independent thinking, ethical decision-making and a deep sense of professional responsibility in employees.

The results of the study also showed that it is difficult to fully form professional loyalty without a team environment and an exemplary leader. The leader's fair attitude, transparent management and high professional culture create a healthy spiritual and psychological environment in the team. This strengthens the employees' sense of trust and loyalty to the organization.

changes with increasing length of service, justifying the need to organize educational work based on a differentiated approach. While motivational and value-oriented work should be carried out more with new employees, work aimed at developing professional reflection, mentoring and leadership skills with experienced employees is considered effective.

The general conclusion of the study is that the formation of professional loyalty of internal affairs officers is directly related to the systematic, continuous and purposeful organization of pedagogical processes. To develop loyalty, it is necessary to carry out spiritual and

moral education, psychological preparation, professional identification and organizational culture in harmony with each other.

Based on the research results, the following proposals were developed:

training modules aimed at building professional loyalty in educational institutions of internal affairs bodies. These modules should cover issues of service values, professional ethics, and moral choices.

it is recommended to widely use problem tasks and case studies based on real service situations during practical training. This will strengthen employees' skills in applying theoretical knowledge in real conditions.

Third, it is necessary to strengthen the mentoring system for newly hired employees. Transferring the positive experience and personal example of experienced employees to younger employees will accelerate the process of professional identification.

Fourth, it is necessary to improve pedagogical and psychological training courses for managerial personnel, because the management culture and personal qualities of a leader directly affect team loyalty.

Fifth, it is recommended to regularly monitor the level of employee loyalty and implement a diagnostic system. This will create the opportunity to identify existing problems in a timely manner and eliminate them.

Sixth, it is necessary to organize spiritual and educational events based on modern pedagogical technologies and increase their effectiveness through the use of interactive methods.

In general, the results of the study showed that the issue of increasing the loyalty of internal affairs officers to their profession is of

strategic importance. By improving pedagogical processes, it is possible to increase not only the professional qualities of employees, but also the efficiency of the entire system. Therefore, it remains an urgent task to continue consistent scientific research and practical work in this area.

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