



Some Features Of Education In Higher Educational Institutions Of Law Enforcement Agencies

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ABSTRACT

This article analyzes the relevance of pedagogical technologies in the development of higher education and their specific use in the training of personnel in higher educational institutions of law enforcement agencies.

Keywords:

pedagogical technologies, pedagogical process, interactive learning, cadets, professionalism.

Introduction

The training of professional personnel takes place in a complex and multifaceted socio-economic environment, which largely determines the content and direction of the professional interests and needs of young people studying in higher educational institutions of law enforcement agencies, including in the customs system. In the Message of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, to the Oliy Majlis and the people of Uzbekistan on December 20, 2022, it was noted that «Improving the quality of education is the only correct path for the development of New Uzbekistan» [1].

The preparation of highly qualified law enforcement specialists significantly impacts the economy, culture, and social and political systems of society. The ongoing legal reform in the country clearly demonstrates the role that law enforcement activities play in the life of society. Hence, there is a huge interest in professions with law enforcement functions, on the one hand, and increased demands for their representatives, on the other hand.

Our republic has set a course for further improving the system of continuous education,

increasing the accessibility of quality educational services, preparing highly qualified personnel in accordance with the modern labor market demands, enhancing the quality and efficiency of higher educational institutions based on the introduction of international standards in education and teaching quality assessment, a phased increase in the admission quota for higher educational institutions, stimulating scientific research and innovation activities, and creating effective mechanisms for the implementation of scientific and innovative achievements into practice, etc. On July 15, 2024, the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, familiarized himself with the report on the process of admissions to state higher educational institutions, the enhancement of the higher education system, and the introduction of international educational programs. The President emphasized the need to strengthen the integration between the sector, enterprises, and higher educational institutions to train advanced and competitive specialists [2].

It is important to note that the system of professional training is undergoing changes in accordance with international requirements for

the content of sectoral, departmental, ministry, and professional qualification frameworks. These qualification frameworks should fully describe the structure of education and serve as tools for making comparisons between the domestic education system and international standards.

In the context of these ongoing efforts, the Decree of the President of the Republic of Uzbekistan dated October 8, 2019, "On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" was issued [3].

According to this decree, tasks were outlined for the implementation of advanced higher education standards, particularly the phased transition from education programs focused on theoretical knowledge to systems aimed at developing practical skills, based on international experience; the introduction of five initiatives that include a series of measures aimed at creating additional conditions for the education and development of student youth. This decree also outlined tasks aimed at raising the content of higher education to a qualitatively new level, establishing systems for training highly qualified professionals capable of finding their place in the labor market and making meaningful contributions to the stable development of the social sector and economic industries.

Additionally, one of the most significant acts aimed at radically reforming legal education is the Presidential Decree of the Republic of Uzbekistan "On Additional Measures for the Radical Improvement of Legal Education and Science in the Republic of Uzbekistan" [4].

According to this decree, there are plans to ensure a close connection between the educational process and law enforcement practice by developing clinical legal education, creating the necessary conditions for conducting practical classes and research, enhancing practice-oriented and discussion-based classes, and developing critical thinking and public speaking skills.

Currently, our country has developed its own model for preparing personnel. Given the growing needs in science and technology, the training of well-rounded and competent

professionals remains one of the most important tasks for higher educational institutions in the country. It should be noted that educational technologies are indeed being updated, and the organizational and economic capabilities of educational and scientific institutions are rapidly improving. However, with the development of society and its social needs, there arises a need for further improvement in the quality of education in the country's higher educational institutions. A graduate of a higher educational institution should be a ready professional, fully aware of the essence of the chosen profession.

Scientific and practical activities in the higher educational institutions of law enforcement agencies in our republic are characterized by various attempts to create conditions for self-realization and self-determination of cadets based on innovative approaches. In this context, the need to reorganize the system of professional education for law enforcement personnel emerges as a crucial condition for enhancing the effectiveness of their professional activities in the evolving societal environment. Significant changes are taking place in the educational systems themselves.

Operational Update of Knowledge

The operational update of knowledge consists of the constant satisfaction of the individual and societal needs, adapting and managing the development of the educational environment, and providing everyone with opportunities to implement their own system of acquiring education.

Literature Review on the Topic

Long-term practice shows that training using only traditional technologies does not allow for the development of key, fundamental competencies in specific academic disciplines. Therefore, there has been a need for a decisive restructuring of the educational process. Preparing future law enforcement officers requires well-formed professionalism. It is clear that such professionalism cannot be developed

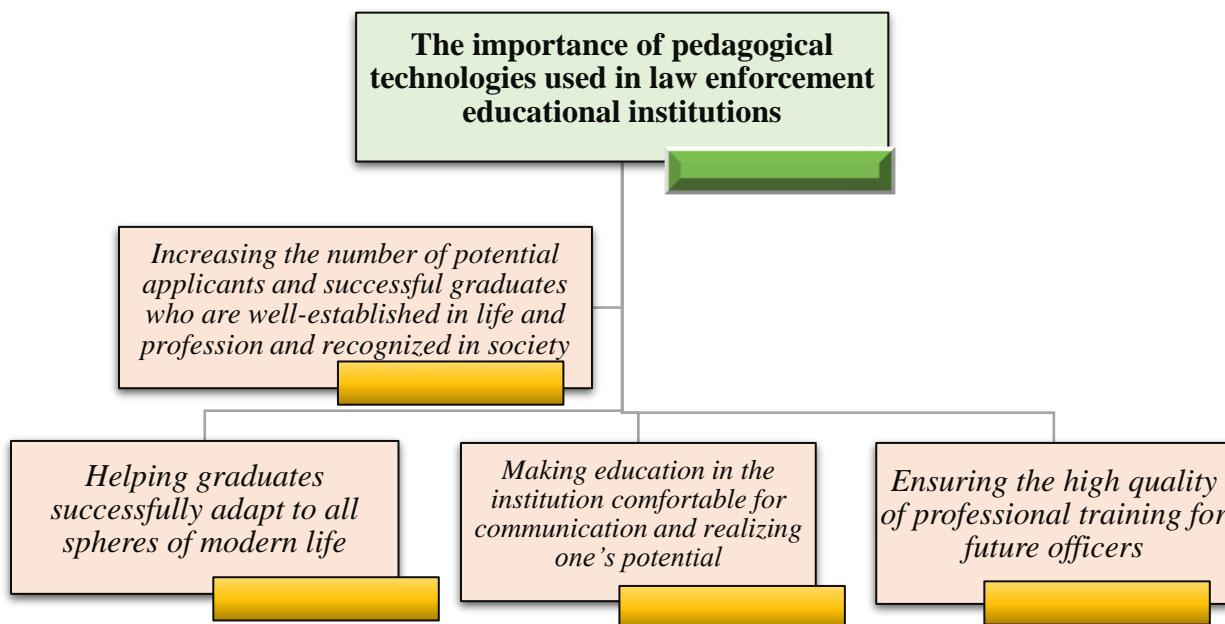
solely through traditional education methods that focus only on the formation of subject-specific knowledge, skills, and competencies. Currently, there is a significant body of work on this issue, in which the term "pedagogical technology" is interpreted ambiguously. Furthermore, researchers' opinions on the matter are sometimes diametrically opposed. One group of scholars interprets this concept broadly, equating it with the system and relating it to education as a whole. Others, in contrast, note the narrow scope of the concept, considering technology as a specific set of pedagogical techniques and methods. A third group of researchers links the concept to its original meaning and views it as an art or skill. Another group of scholars focuses on issues related to the management of the educational process. This topic has been extensively developed in the works of Russian scholars such as V.P. Besspalko, V.V. Guzeyev, B.T. Likachyov, M.V. Klarin, P.F. Kubrushko, E.S. Polat, G.K. Selevko, N.E. Shchurkova, M.A. Choshanov, as well as other foreign researchers such as B.S. Bloom, R.Q. Dave, W. Flitner, G.L. Geis, D. Rountree, and T. Sakamoto [5].

New realities require the formation of professionalism in future officers, which is realized through the application of interactive technologies. The use of these technologies allows for resolving many issues in the process

of developing a qualified law enforcement officer. Interactive learning implies a different logic in the educational process: not from theory to practice, but from the formation of new experiences to its theoretical understanding through application.

The experience and knowledge of the participants in the educational process serve as a source of mutual learning and enrichment. By sharing their knowledge and work experiences, participants take on part of the teaching functions, which increases their motivation and contributes to more productive learning. In the teaching of legal disciplines, interactive learning was previously used and was aimed at a joint process of cognition, where knowledge is obtained through the cooperative activity of cadets and the instructor, followed by reflection on this activity. In this case, interactive learning simultaneously addresses several tasks: educational-cognitive (maximally specific), communication-developmental (related to the general emotional-intellectual atmosphere of the cognitive process), and social-orientational (whose results are manifested outside of the academic time and space) [6].

Thus, the application of modern technologies in law enforcement higher education institutions allows for also the importance of pedagogical technologies used in law enforcement educational institutions (1- picture).



1- picture. The importance of pedagogical technologies used in law enforcement educational institutions

The main tasks of higher educational institutions for law enforcement agencies when conducting lessons on identifying, preventing, and solving crimes are to increase the overall level of legal awareness among cadets, enhance their awareness of human rights violations, teach models of safe behavior, foster respect for human rights and freedoms, and promote a tolerant attitude toward victims.

The pedagogical process is managed by the instructor, who must design educational and methodological work, organize the interest of cadets and the institution, monitor the process in real-time, make necessary adjustments, analyze the achieved results, and identify deficiencies, using definitions, methods, and forms of the pedagogical process [7].

The instructor should conduct the lesson in such a way that throughout its duration, cadets are engaged in intense creative work, seeking correct and accurate solutions, and each cadet is given the opportunity to reveal their potential and demonstrate their abilities. Therefore, when planning lessons and developing individual assignments, the instructor should consider the preparation and interests of each cadet. In this case, the

instructor acts as a consultant, capable of providing timely assistance without suppressing the cadet's independence and initiative.

Analysis and Results

In conclusion, we can talk about the relevance of the scientific analysis of the technologies used in higher education institutions, the necessity of understanding their specificity and diversity, as well as knowledge of methods for designing and developing new pedagogical technologies, tools, and conditions for their application. Every cadet studying in higher educational institutions for law enforcement agencies must understand the significance of their future profession, be capable of reassessing accumulated experience, analyzing their abilities, learning new knowledge using modern technologies, and applying the knowledge they have gained in the performance of their professional duties to protect human rights, freedoms, and legal interests, as well as the property of legal and physical persons.

They must also ensure the security of the individual, society, and state, take measures to prevent, identify, suppress, and investigate

crimes, and identify and establish individuals involved in their preparation and commission. In this regard, the preparation of a graduate as a future specialist is considered successful if they have mastered scientific and professional knowledge, developed qualities such as competitiveness, a desire for self-education, self-improvement, and the enhancement of their qualifications, and can apply their knowledge and skills in their future chosen profession.

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