



**ВЕСТНИК
ИНТЕГРАТИВНОЙ
ПСИХОЛОГИИ**

ВЕСТНИК ИНТЕГРАТИВНОЙ ПСИХОЛОГИИ

Выпуск 31
часть 1 2024
**ЖУРНАЛ ДЛЯ
ПСИХОЛОГОВ**

Основан в 2002 г.

Главный редактор
Козлов В.В.

Заместитель главного редактора
Баратов Ш.Р.
Мазилев В.А.

Редакционная коллегия
Карлов А.В. Шоумаров
Г.Б. Усманова М.Н.

УЧРЕДИТЕЛИ ЖУРНАЛА:

МЕЖДУНАРОДНАЯ АКАДЕМИЯ
ПСИХОЛОГИЧЕСКИХ НАУК

МЕЖДУНАРОДНЫЙ ИНСТИТУТ
ИНТЕГРАТИВНОЙ ПСИХОЛОГИИ

АССОЦИАЦИЯ
ТРАНСПЕРСОНАЛЬНОЙ
ПСИХОЛОГИИ
И ПСИХОТЕРАПИИ

Редакционный совет
Бубеев Ю.А.
Кашапов С.М. Ключева Н.В.
Поваренков Ю.П. Семенов В.Е.
Субботина Л.Ю. Собирова Д.А.
Останов Ш.Ш.

Технические редакторы
Усманова М.Н.
Останов Ш.Ш.

Вестник интегративной психологии // Журнал для психологов.

Вып. 31. Часть 1. /Под ред. В.В.Козлова, Ш.Р. Баратова, М.Н.Усмановой. –
Бухара - Ярославль: МАПН, 2024. – с.

Адрес редакции

150057, г. Ярославль, проезд Матросова, д.9 оф.206
тел. (4852) 218914, 478666
сот. +79159911278

E-Mail: kozlov@zi-kozlov.ru

ISBN 978-5-9527-02-16-5



**МЕЖДУНАРОДНАЯ АКАДЕМИЯ
ПСИХОЛОГИЧЕСКИХ НАУК**

150000, г. Ярославль, ул. Первомайская, д.9, оф..2,
ОГРН 1227600003641 ИНН 7604383422 КПП
760401001

Номер расчетного счета: 40702810777030025109 Наименование банка: ПАО
Сбербанк

Корреспондентский счет: 30101810100000000612 БИК:
042908612

www.mapn.su тел.
8915991127

№ 30 от 05. 12.2023г._

**Выписка из решения Президиума Международной академии
психологических наук (протокол № 10 от 5 декабря 2023г.)**

г. Ярославль 05.12.2023 г.

Слушали: Об организации издательских проектов в 2024 году

Постановили: В соответствии с Уставом МАПН:

1. В целях развития МАПН и интеграции психологов на Евразийском уровне организовать выпуск журнала МАПН «Вестник интегративной психологии» в марте, мае и ноябре 2024 года в Бухаре

2. Куратором выпуска назначить члена президиума, академика МАПН, доктора психологических наук, профессора Баратова Ш.Р.

**Президент МАПН,
доктор психологических наук, профессор**



В. В. Козлов

2. Жванский Д.С. Эффект синергии в групповой работе с подростками. // Современные проблемы науки и образования. - 2009. – №3. – С. 123-126.
3. Одилова Н.Г. Особенности целенаправленного развития нравственного самосознания подростков// “Вестник интегративной психологии”. 2023, №27. Ярославль. – С.269-276.
4. Одилова Н.Г. Психологический аспект изучения нравственного самосознания в подростковом возрасте // “Вестник интегративной психологии”. 2022, №24. Ярославль. – С.265-267.

DEMONSTRATION OF THE COMPETENCE OF THE FORENSIC PSYCHOLOGIST EXPERT

Olimov L.Y.
(Bukhara, Uzbekistan)

Abstract. *This article discusses the study of the manifestation and development of factors of socio-psychological competence in the activities of a forensic psychologist and the improvement of its specific socio-psychological factors, the identification of components, the study of the manifestation and development of communicative, emotional and personal components of a forensic psychologist; in the development of socio-psychological competence of forensic psychologists, their connection with the legal system is revealed.*

Key words: *forensic psychologist-expert, socio-psychological competence, forensic psychological examination, professional competence, competence, personality of an expert, emotional intelligence, professional activity.*

Аннотация: *В данной статье рассматривается исследование проявления и развития факторов социально-психологической компетентности в деятельности судебного психолога и совершенствование ее конкретных социально-психологических факторов, выявление компонентов, исследование проявления и развития коммуникативных, эмоциональных и личностных компоненты судебного психолога; в развитии социально-психологической компетентности судебных психологов раскрывается их связь с правовой системой.*

Ключевые слова: *судебный психолог-эксперт, социально-психологическая компетентность, судебно-психологическая экспертиза, профессиональная компетентность, компетентность, личность эксперта, профессиональная деятельность.*

Introduction

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 determine social-psychological competence.

We can see the process of social-psychological competence not only in social and applied psychology, but also in the practice of many psychological sciences. A similar category is expressed in scientific literature, and a single scientific methodological development of a perfect level has not yet been adopted to evaluate the effectiveness of professional activity as a criterion of social-psychological efficiency as a means of competence.

the judicial psychologist expert and the analysis of the fundamental literature related to the research problem require paying special attention to the views of scientists dealing with the problems of socio-psychological competence.

The 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. In recent years, in our republic, special attention has been paid to the issues of improving the efficiency of judicial and law-enforcement bodies, further improving the training system of forensic psychologist experts, and increasing their level of professional training.

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, increasing the socio-psychological competence of forensic psychologist experts, realizing the characteristics inherent in their personal qualities, forming socio-psychological competence factors that directly affect the effectiveness of their professional activity through psychocorrective and developmental methods is considered as an urgent problem.

Literature analysis and methodology.

General aspects of the problem of social-psychological competence G.M.Andreyeva, Ye.A.Abulkhanova-Slavskaya, V.P.Bederkhanova, A.A.Bodalev, M.Kyarest, V.A.Labunskaya, A.N.Leontev, AKMarkova, D.Myers, Ye.S.Mikhailova, AVPetrovsky, SLRubinshtein, A.V.Khutorsky, researched by scientists such as A.J.Yujaninova [5].

A.K.Markova analyzed social competence in terms of content and distinguished its process and result aspects. The author systematizes the competence structure in terms of the process (pedagogical activity, pedagogical communication, student personality) and the results of pedagogical activity, i.e. education and training of the learner [6].

Therefore, all aspects of labor activity are called the psychological module, professional knowledge, skills and abilities, professional psychological characteristics. 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 AVKhutorsky, competence – manifests itself as a unique individual - psychological feature, and competence emphasizes that effective and quality work of a person in a specific environment consists of the necessary preparation and pre-defined social requirements [4].

In our opinion, competence is not only an individual psychological characteristic, but also includes emotional and volitional qualities. If these emotional and volitional qualities were not there, forensic psychologists would not be able to organize their professional activities effectively.

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 [7].

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 [7].

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

OABulavenko 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 [5]. 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. It 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 [3].

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 the forensic psychologist expert.

Pedagogue A.A.Dunyushin emphasizes that the socio-psychological competence of a person is the ability to apply the knowledge, skills and abilities necessary to interact with people in professional activities [2]. 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, communication of a person, intellectual potential, orientation of a person serves as the basis for competence [8].

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

According to O.A.Konopkin, a person's conscious self-control when starting an activity shows that it should have the following structure : subjective perception of the goal, subjective module of the important conditions of the activity; program of action (ordering of actions, means and methods); evaluation of results [9].

From this point of view, in addition to the psychodiagnostic work carried out in the forensic psychological examination, formalization of the conclusion of the forensic psychological examination in an appropriate manner, in a qualitative and fair manner, is one of the responsible tasks before the forensic psychological experts.

A number of research scientists consider the necessity of existing knowledge and experiences and the activity of subjects possessing them as one of the important characteristics of competence and competence.

Dj.Raven in his research believes that competence should be evaluated by belonging to a field according to an object or a class of objects [10].

In the research conducted under the leadership of M.D.Lapteva, the essence of competence is realized through the attitude to the object of its application, the personal aspect of professional self-evaluation, and the feelings of parental relations. The criteria for the manifestation of competence include putting forward-looking issues in the quality of evaluation criteria of emotion, perception regulation, persistence in finding ways to solve them, the degree of suitability of the applicant, self-assessment of professional competence, etc. [8]. Having these qualities, as above, can ensure that the owner of the future profession has high competence.

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 [11].

According to LGSemushina's works, the level of mastery of a profession or specialty is determined by the level of qualification, which is low, medium and high [76]. Here, the scientist tried to bring qualification closer to the concept of competence.

Based on the theoretical analysis carried out by NSAulova, 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 the 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;

- the level of awareness [10].

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

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, evaluation of the results of one's work [7].

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.

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 guilt in the actions 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 conditions of the growing needs of the perfecting practice in the legal court case, it is reasonable to underestimate the possibilities of the modern science of psychology.

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 guilt in the actions 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.

As S.S.Shipshin and V.F.Engalishev wrote, the main features of the concept of forensic expertise are as follows:

a) the preparation, appointment and conduct of a court psychological examination is carried out in accordance with a special legal regulation, which, along with determining the rights and obligations of the expert in the relevant process and the person appointing the examination, also determines the rights of the accused (suspect);

b) conducting research based on the application of special psychological knowledge;

c) to give a conclusion that has the status of a source of evidence. The main content of the expertise in the conduct of a criminal case is the research of certain information in order to determine 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.

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 in civil disputes, in the law is to assist in researching the psychological content of a number of reflected legal concepts.

According to M.V.Kostitsky, the purpose of the 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 is the ability to objectively, fairly and strictly assess the subject, to solve existing problems with the help of psychological knowledge.

The main tasks of forensic psychological expertise are determined based on the object of study and the type of expertise being conducted. AOEkmenishi includes the tasks of the psychological examination of the court : psychological motivation of the actions of witnesses, victims, suspects and defendants; assessment of the possibility of him blaming himself or blaming himself for psychological reasons, the presence of psychological or physiological affect in him; adequate assessment of the defendant's personality and the psychological aspects of his statements about the situation; included issues such as the specific psychology of minor participants in the process [5].

Yu.M.Groshova assigned to the tasks of the forensic psychological examination, the determination of the persistence and severity of severe mental anxiety, the specifics of the long and intensive impact of adverse factors on a person and the manifestation of changes in his actions (physiological and psychological). research, and as a result of unfavorable external factors, to determine the retardation in the mental development of the minor defendant, to determine the subjective possibility of the minor to be able to correctly assess and accept the important cases.

in a series of works dedicated to forensic psychological expertise, it is noted that the tasks of forensic psychological expertise can include the following: determination of physiological affect; determining the level of mental development, which is not related to the mental illness of the minor, but to the characteristics of the formation of his psyche; to determine the individual characteristics of the cognitive activity of participants in the process through the form of emotional reactions characteristic of a person; understanding a person's behavior in extreme situations and evaluating a set of psychological characteristics of a person; to give the general psychological characteristics of individual psychological characteristics that are important for the correct consideration of the case ; to determine the ability of witnesses and minors to correctly perceive the event and its specific circumstances; to determine the individual characteristics of the fantasy of a minor, emotional impact, cognitive processes of such minors ; such as determining the mental characteristics of the defendant (mentally healthy) and their influence on the psychological mechanism of the crime committed by a minor. Undoubtedly, with the development of psychology, the range of tasks that can be solved by psychological expertise will expand even further, of course, it will be implemented up to the limits set by legal norms. In this definition, the author pays special attention to the system of specific socio-psychological factors [7].

In his subsequent work, M.M.Koshenov expanded the range of issues related to the competence of forensic psychological expertise, and this expertise includes the following:

the ability of the accused, witness and victim (individual psychological and age characteristics), correct perception of the circumstances that are important to the case and their give a proper testimony; the ability of victims of sexual crimes to correctly perceive the nature and significance of the actions committed against them; the ability of juvenile defendants with intellectual disabilities not related to mental illness to fully understand the importance of their actions and to direct them; the presence or absence of a state of physiological influence in the subject at the time of committing illegal actions (affect); the possibility of the appearance of various mental phenomena that prevent the normal performance of professional functions; believes that it can determine the presence or absence of a mental state that tends to commit suicide in a person in the period before death. Then, the scientist adds to the above list the diagnosis of individual-psychological characteristics that can have a significant impact on the subject's behavior (for example, increased suggestion, impulsivity, imitation, rigidity, etc.); human behavior, the presence of fixed motives and specific actions as important psychological states that describe the person, add to the determination of motivation.

In general, the court is a psychological expert It is very important to have a sufficient level of knowledge about the powers of psychological expertise in order to conduct quality forensic psychological expertise.

RESULTS

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 1

The results of the correlation between the socio-psychological competence and emotional intelligence of forensic psychologist experts with five years of experience (n=41, after the control experiment)

	Glasses	Emotional intelligence (according to N. Hall's methodology)				
		Emotional intelligence	Manage your emotions	Self-motivation	Empathy	Sensing other people's feelings
Social-psychological competence (according to the Kunitsina methodology)	Understanding people	0,638**	-0,080	0,304	0,482*	0,639**
	Understanding situations	0,692**	0,507*	0,263	-0,103	0,706**
	Endurance	0,220	0,049	0,098	0,203	0,276
	Moral principles	0,259	0,604*	0,502	0,703**	0,091
	Motivation to achieve success	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*
	Operative 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
	Credibility	-0,101	0,262	0,013	0,746**	-0,101
	Sustainable human relationships	0,009	-0,024	-0,063	0,712**	0,012
Personality communicative ability	0,603*	0,082	0,096	0,701*	0,625*	

Note: * r ≤ 0.05, ** r ≤ 0.01

As a result of the conducted training session, we can see that the results obtained in the determining experiment have increased in a positive direction. It can be seen from the data obtained from the control experience that the emotional intelligence of court psychologists and the socio-psychological competence of court psychologists are reflected in the correlation between some statistically significant symptoms that determine the positive formation. 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.

We can see from the above table that if we pay attention to the aspects connecting emotional intelligence with socio-psychological competence of judicial psychologist experts with five years of work experience, they have the ability to understand people and perceive the experiences of other people ($r = 0.639, p \leq 0.01$) and gave high positive correlation with emotional intelligence ($r = 0.638, p \leq 0.01$), negative with the scale of managing one's emotions ($r = -0.080, p \leq 0.01$), understanding of situations, feeling other people's feelings ($r = 0.706, p \leq 0.01$), emotional intelligence ($r = 0.692, p \leq 0.01$), negative with empathy ($r = 0.103, p \leq 0.01$), Ethical principles have a high positive correlation with empathy ($r = 0.703, p \leq 0.01$), managing one's emotions ($r = -0.604, p \leq 0.05$), achievement motivation has a high positive correlation with emotional intelligence ($r = 0.572, p \leq 0.05$) 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 high positive feeling of other people's emotions ($r = 0.509, p \leq 0.05$), managing one's own emotions ($r = -0.032$), negative correlation with ego competence, communicative competence, trustworthiness and stable human relations with two scales, assertiveness, moral standards, image, social psychological competence, operative social - the fact that psychological competence and communicative ability of personality are positively correlated with all scales of emotional intelligence indicates that it has been developed under the effective influence of the used psychotechniques, and this quality is of great importance for the implementation of forensic psychological examinations (Table 1).

Table 2

The results of the correlation between the socio-psychological competence and emotional intelligence of forensic psychologist experts with more than five years of work experience (n=61, after the control experiment)

	Glasses	Emotional intelligence (according to N. Hall's methodology)				
		Emotional intelligence	Manage your emotions	Self-motivation	Empathy	Sensing other people's feelings
Social-psychological competence (according to the Kunitsina)	Understanding people	0,473	0,304	0,509	0,267	0,701**
	Understanding situations	0,036	0,772**	0,207	0,441	0,532
	Endurance	0,098	0,252	0,336	0,328	0,551
	Moral principles	0,761**	0,203	0,098	0,346	0,208
	Motivation to achieve success	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
	Operative 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
Credibility	0,079	0,486	0,475	0,489	0,318
Sustainable human relationships	0,341	0,789**	0,483	0,494	0,699*
Personality communicative ability	0,123	0,503	0,789**	0,276	0,371

Note: * $r \leq 0.05$, ** $r \leq 0.01$

The next analysis focuses on the relationship between the socio-psychological competence and emotional intelligence of forensic psychologist experts with more than five years of work experience.

In the testimony of forensic psychologist experts with more than five years of work experience, we can see that coefficients representing a high correlation between emotional intelligence and social-psychological competence were observed. This shows that forensic psychologists with more than five years of work experience clearly rely on their personal experience and imagination when organizing their professional activities (Table 2).

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. found the 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.

CONCLUSION

psychotechnique aimed at the development of psychological characteristics that arise in connection with the professional development of a person, and based on the analysis of the results obtained from the diagnostic and control experiments in the evaluation of the effectiveness of the training module, in addition, the program for the development of social-psychological competence of forensic psychologists and its professional development of forensic psychologists The results of the study of the effect on the activity revealed the following:

1. 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.

2. As a result of the practical application of the educational module on the development of professional competence, a number of results were achieved, the forensic psychologist expert shows that the professional competence (professional ability) related to the factors of socio-psychological competence has changed in a unique way. In the training module, the ability to apply legal and psychodiagnostic work on legal and sublegal documents related to the field of professional competence of a forensic psychologist, and to draw up the conclusion of a forensic psychological expert was achieved.

4. Deeper analysis of the issue of the manifestation and development of the factors of social-psychological competence of experts working in forensic psychological expertise, and in the future it is appropriate to research the aspects of the relationship between social-psychological competence and the level of readiness for expert work.

Literature.

1. Glassman AH, Shapiro PA, Depression and the course of coronary artery disease. Am J Psychiatry. 1998. - P. 4-11.
2. Gmott HG between Parent and Children. NY, 2003. P – 219.
3. Golniiz G., Schulz-Wulf G. Ritmisch-psychomotorische Musiktherapie. Jena, 2004.- 112 p.
4. Mehribian A. An analysis of personality theories. – Englewood Cliffs. NJ: Prentice-Hall, 2004. - p. 240.
5. Olimov L. Ya. Basics of psychodiagnostics and psychometrics. Textbook. « Durdona « publishing house. Bukhara. 20 21. - B. _ 747.
6. Reynolds CK, Gutkin TB School Psychology: Essentials of theory and practice – IV.V., 1984.
7. Satir V. The new peoplemaking. – California: Science and Behavior Books, Inc., Mountain View, 2003. - 400 p.
8. Enikeev M. I. Legal psychology: the basis of general and social psychology: uchebnik dlya vuzov. M.: Norma: INFRA-M, 2017. 640 p.
9. Enikeev M.I. Basic public and legal psychology. - M., 1996. - S. 130–131.
10. Enikolopov S.M. Problemy forensic and psychological expertise // Sb. Voprosy forensic-psychological examination. 1978.
11. Kostitsky M.V. Forensic-psychological examination.— Lviv: 1987.
12. Makhmudova H.T. Basic judicial and psychological expertise in the Republic of Uzbekistan // Pedagogical education. - No. 5. - T., 2011. – S. 6-11. _

PROFESSIONAL COMPETENCE OF FUTURE MUSIC TEACHERS

Раджабов А.
(г.Бухара, Узбекистан)

Abstract. *This article describes the aspects of the competency approach in the process of preparing future music teachers for pedagogical activities. In addition, the theoretical foundations of professional competence improvement of future music teachers and the musical competences that the future pedagogue should have in the organization of music culture classes by types of activities were analyzed.*

Key words: *pedagogy, skill, individual, innovative, methodical, creative, competence, artistic, creative, verbal, technical, musical literacy, instrumental accompaniment.*

Аннотация. *В данной статье рассматриваются аспекты компетентностного подхода в процессе подготовки будущих учителей музыки к педагогической деятельности. Кроме того, были проанализированы теоретические основы повышения профессиональной компетентности будущих учителей музыки и музыкальные компетенции, которыми должен обладать будущий педагог при организации занятий музыкальной культурой по видам деятельности.*

Ключевые слова: *педагогика, мастерство, индивидуальное, инновационное, методическое, творческое, компетентность, художественная,*

Содержание

- 3 **ПРЕДИСЛОВИЕ**
- 5 **Абдуллаева Б.С. (г.Ташкент, Узбекистан)**
Современные технологии работы с неорганизованной молодежью
- 9 **Abdullaeva D.U. (Tashkent city, Uzbekistan)**
Opportunities to increase constructiveness in interpersonal relations in the family
- 14 **Абдуллаев А.Н. (г.Бухара, Узбекистан)**
Обзор психологических методов исследования процесса профессиональной коммуникации студентов факультета военного образования
- 20 **Абдурасулов Р.А. (г.Джиззак, Узбекистан)**
Особенности типов темперамента учащихся спортсменов
- 25 **Абдурахманова З.Э. (г.Ташкент, Узбекистан)**
Межличностные отношения в семьях разными национальностями
- 31 **Акрамова Ф.А. (г.Ташкент, Узбекистан)**
Социально-психологические причины разводов молодых семей Узбекистана
- 35 **Алимов Х.М. (г.Ташкент, Узбекистан)**
Психоаналитическое и суфийское толкования нафса
- 38 **Аскарлова А.Т. (г.Алмата, Казахстан)**
«Психолого-педагогическое просвещение родителей в сфере нарушений в развитии ребенка»
- 44 **Атабаева Н.Б. (г.Бухара, Узбекистан)**
Психологические подходы к привлечению неорганизованной молодежи к активной жизни
- 46 **Бабаджанова С.А. (г.Ташкент, Узбекистан)**
Результаты исследования особенностей проявления эмоционального состояния педагога
- 52 **Баратова Д.Ш. (г.Бухара, Узбекистан)**
Социально-психологические механизмы организации психологической службы в махалле для различных групп населения
- 56 **Баратов Х.Ш. (г.Бухара, Узбекистан)**
Психологические детерминанты формирования национального образования у студентов на уроках физического воспитания
- 60 **Баратов Ш.Ш. (г.Бухара, Узбекистан)**
Роль психологической компетентности сотрудников таможни в обеспечении эффективности работы
- 62 **Базарова Д.С. (г.Ташкент, Узбекистан)**
Значение ответственности в эффективности деятельности педагогов
- 66 **Валиева Д.Г. (г.Ташкент, Узбекистан)**
Состояния изученности интеллекта студентов в психологии и его особенности
- 70 **Валиева Н.В. (г.Ташкент, Узбекистан)**
Профессиональное выгорание как объект социально - психологических исследований
- 75 **Вахабова О.Т. (г.Андижан, Узбекистан)**
Психологические аспекты влияния информационной среды на изменение социальных норм молодежи
- 79 **Собиров А.А. (г.Бухара, Узбекистан)**
Психологическое здоровье как критерий адаптации студентов к обучению в вузе
- 85 **Газиева З.Э. (г.Ташкент, Узбекистан)**
Исследования проблемы сплоченности в социальной психологии
- 87 **Гиёсова В.Ш. (г.Ташкент, Узбекистан)**

- Изучения феномена жизнестойкости в соотношении буллинга*
- 90 **Джуханова Н.Х. (Узбекистан)**
Комплексы и страхи, формирующиеся у человека при определении своего места в обществе
- 94 **Елибаев Ж. Т. (г.Ташкент, Узбекистан)**
Социально-психологические характеристики эмпатии у будущих психологов
- 99 **Ермоленко А.А., Беляева О.А. (г.Ярославль, Россия)**
Восприятие родителями проблемы экранной зависимости младших школьников
- 101 **Жабборов А.М. (г.Карши, Узбекистан)**
Эмпирические показатели поведения, представляющие психологический образ молодых невест в современных узбекских семьях.
- 108 **Жабборов Ж.А. (г.Ташкент, Узбекистан)**
Государственная политика в узбекистане по адаптации системы образования к объективным потребностям
- 114 **Jalolov T.S. (Bukhara, Uzbekistan)**
Processing of psychological information by mathematical methods (example of spss program)
- 117 **Забелина Е.В., Кропачева В.В, Трушина И.А., Курносова С.А. (г.Челябинск, Россия)**
Когнитивно – временные предикторы эффективной поздней социализации
- 125 **Загумённая А.М. (Россия)**
Педагог и ученик в цифровую эпоху
- 128 **Ziyavitdinova G.Z. (Tashkent, Uzbekistan)**
Psychotherapeutic approaches to ensuring the stability of the socio-psychological environment in the family
- 132 **Зухурова Д.А. (г.Ташкент, Узбекистан)**
Значение образа «я» в процессе формирования социальных характеристик и самореализации достижения развития личности
- 134 **Ибайдуллаева У.Р., Туркашева М.А., Одилова Г.О. (г.Джиззак, Узбекистан)**
Семейные разводы – как фактор общественного кризиса
- 140 **Иброгимов М.А. (г.Ташкент, Узбекистан)**
Эмпирический анализ критерий социальной одарённости студентов
- 145 **Илхамова Д.И. (г.Ташкент, Узбекистан)**
Обзор исследований социально-психологических детерминант хронических соматических заболеваний у детей
- 151 **Исабаева С.Б.**
На чём строится философия тренингов успеха. вся суть, за которую другие платят миллионы
- 155 **Isakova M.T. (Fergana, Uzbekistan)**
The impact of healthy diet on mental health
- 158 **Калиллаева У.А. (г.Нукус, Каракалпакстан)**
Социально-психологическое изучение проявлений девиантного поведения у подростков
- 161 **Камалова З. Х., Кадирова Ш.Х. (г.Ташкент, Узбекистан)**
Теоретическое осмысление понятия «я-концепция»
- 164 **Камилова Н.Г. (г.Ташкент, Узбекистан)**
Социально-психологические особенности и принципы ресоциализации молодежи с девиантным поведением
- 171 **Карамян М.Х. (г.Ташкент, Узбекистан)**
Ценностное отношение личности к здоровью в зрелом возрасте
- 176 **Қаршиева Д.С. (г.Ташкент, Узбекистан)**

- Неорганизованная молодежь и психологические особенности работы с ней
- 178 **Ким Ф.Х. (г.Ташкент, Узбекистан)**
Психолого-педагогическая поддержка студентов с нарушенным зрением
- 181 **Кувандикова Г.Г. (г.Ташкент, Узбекистан)**
Социально-психологические особенности развития одаренности студентов технических направлений
- 187 **Кудратуллаева Р.Б. (г.Ташкент, Узбекистан)**
Сформированность системы саморегуляции, как фактор определяющий адекватность профессионального самоопределения
- 192 **Латипова Ч.Н. (г.Бухара, Узбекистан)**
Психологическая характеристика организации образовательной деятельности в негосударственных институтах и вузах системы высшего образования в узбекистане
- 195 **Маматова Н.Р. (г.Андижан, Узбекистан)**
Эмпирическое исследование значения системы ценностей в формировании молодежной репродуктивной культуры
- 201 **Маркендуди М.А. (г.Ташкент, Узбекистан)**
Особенности ценностных ориентаций наркозависимых лиц и создание возможностей для сокращения потребления психоактивных веществ среди молодежи
- 206 **Махкамова Л.М. (г.Ташкент, Узбекистан)**
Коррекция речевых нарушений в постинсультном периоде
- 211 **Махмудов И.И. (г.Ташкент, Узбекистан)**
Компетентностный подход при подготовке государственных служащих
- 214 **Мухамедова Д.Г. (г.Ташкент, Узбекистан)**
Социально-психологические особенности эффективной управленческой деятельности менеджера
- 219 **Мухамедов Т.Д. (г.Бухара, Узбекистан)**
Формирование готовности специалиста в области музыки к осуществлению профессиональной деятельности
- 222 **Мухитдинова М.Ш. (г.Ташкент, Узбекистан)**
Взаимосвязь психологического благополучия и эмоционального реагирования у больных с ишемической болезнью сердца
- 224 **Наджмидинова Г.А. (Узбекистан)**
Место и значение женщин захиде-суфие в истории суфизма
- 229 **Назаров А.С. (г.Ташкент, Узбекистан)**
Структура личностных качеств руководителя как детерминанта стиля управленческих решений
- 232 **Нарзиллоева С.С. (г.Бухара, Узбекистан)**
Формирование о профессиональной компетентности медицинских сестер
- 236 **Насымджанова М.М. (г.Ташкент, Узбекистан)**
Аккультурация как социально-психологический феномен
- 241 **Нигматова Ш.Н. (Ташкент, Узбекистан)**
Особенности формирования самосознания в ходе психологического консультирования с учетом социально-психологических аспектов
- 245 **Нигматулина Л.А., Жабарова Л.А. (г.Ташкент, Узбекистан)**
Психологические механизмы развода в семьях военнослужащих и методы коррекции
- 251 **Нишанова З.Т., Нишанова З. Я. (г.Ташкент, Узбекистан)**
М.г. давлетшин основатель психологической науки в узбекистане
- 254 **Ниязметова Г.И. (г.Ташкент, Узбекистан)**

- Карьерный рост профессионалов старшего возраста: психологическое сопровождение*
- 257 **Одилова Н.Г. (г.Ташкент, Узбекистан)**
Эффективность социально-психологического тренинга по оптимизации развития нравственного самосознания подростков
- 260 **Olimov L. Y. (Bukhara, Uzbekistan)**
Demonstration of the competence of the forensic psychologist expert
- 269 **Раджабов А. (г.Бухара, Узбекистан)**
Professional competence of future music teachers
- 274 **Rasulov A.I. (Tashkent, Uzbekistan)**
Possibilities of using methods of obtaining information about a person in the professional activities of psychologists
- 280 **Рахимова И.И., Муслимова Г.Д. (Ташкент, Узбекистан)**
Исследование факторов, определяющих социальную активность подростков: обзор и перспективы анализа
- 285 **Рахматуллаев Ф.Б. (Ташкент, Узбекистан)**
Психология научного исследователя: изучение особенностей и аспектов
- 290 **Рустамов Н.Р. (г.Бухара, Узбекистан)**
Методы психологической диагностики и исследования эмоциональной сферы человека
- 294 **Саидвалиева Ш.Р. (г.Ташкент, Узбекистан)**
Проблема процесса подготовки студентов в аспекте гендерного подхода
- 299 **Сайфуллаева А.Г. (г.Бухара, Узбекистан)**
Социально – психологические особенности мотивации учащихся
- 304 **Саминжонов Я.З. (Узбекистан)**
Социально-психологические причины суицида у подростков
- 307 **Санина М.В. (Россия)**
Результаты математико-статистических методов обработки данных в эмпирическом исследовании психологических особенностей психосоциальной адаптации индивидов без определенного места жительства
- 310 **Сартакова Е.В. (г.Новосибирск, Россия)**
Метакогнитивные процессы и умения в контексте применения коучинговой программы в профессиональном образовании
- 313 **Sattarov T.F., Babarakhimova S.B. (Tashkent, Uzbekistan)**
Features of suicidal behavior in adolescents
- 316 **Самтарова Д.Э. (г.Ташкент, Узбекистан)**
Системное развитие индуктивного и дедуктивного мышления как фактор повышения эффективности обучения
- 321 **Safaev N.S., Abdullaeva F.B. (Tashkent, Uzbekistan)**
Socio-psychological features of interpersonal relations of internal affairs officers
- 325 **Сахиева М. (г.Ташкент, Узбекистан)**
Социально-психологические аспекты изучения социально- политической активности молодежи
- 329 **Селюгина К.В. (г.Бишкек, Кыргызстан)**
Некоторые особенности мотивации эмиграции релокантов из российской федерации
- 334 **Сманов Д.А. (Россия)**
Копинг-стратегии принятия решений у студентов с разным уровнем прокрастинации
- 337 **Сабирова Д.А. (г.Бухара, Узбекистан)**

- Психологические детерминанты формирования психологической компетентности учителей*
- 341 **Андрей А.С. (Россия)**
Потенциал тюрьмы как трансформационной системы: опыт индонезии
- 343 **Телицына А.Ю., Курносова С.А. (Россия)**
Психологические методы исследования интеграции коренных малочисленных народов арктической зоны российской федерации в институты гражданского общества
- 347 **Толипова Ф.Т. (г.Ташкент, Узбекистан)**
Конструктивные копинг-механизмы преодоления кризиса среднего возраста
- 350 **Трушина И.А., Лисичкина А.Г. (г. Челябинск, Россия)**
Взаимосвязь потребности в достижении цели и полихронности у молодежи
- 352 **Тургунова Г.Т. (г.Ташкент, Узбекистан)**
Влияние виртуального общения в социальных сетях на развитие личности
- 356 **Умурзоков Д.Х. (г.Навоий, Узбекистан)**
Исследование межэтнических отношений в зарубежной социальной психологии
- 361 **Усманиева Г.А. (г.Ташкент, Узбекистан)**
Психологические аспекты языковых способностей
- 362 **Газиева Ф.Э. (г.Ташкент, Узбекистан)**
Личностный адаптационный потенциал: его диагностика у больных с химической зависимостью
- 368 **Хайдарова Х.Г. (г.Ташкент, Узбекистан)**
Социально-психологические особенности, влияющие на суицидальное поведение женщин
- 373 **Хамидова Ф. (г.Ташкент, Узбекистан)**
Вопрос об особой значимости семейного воспитания в формировании ребенка в теоретических воззрениях зарубежных ученых
- 376 **Хасанова С.Ш. (г.Ургенч, Узбекистан)**
Научно-теоретический анализ особенностей самовыражения учеников в образовательном процессе
- 381 **Khodjaeva S.K. (Andijan, Uzbekistan)**
Creative thinking in students - theoretical psychological analysis of education of creativity
- 387 **Шайланов Е.С. (г.Алматы, Казахстан)**
Психологическое благополучие детей в образовательных учреждениях: ключевые аспекты и практические рекомендации
- 392 **Шамсиев У.Б. (г.Ташкент, Узбекистан)**
Межличностные отношения, влияющие на формирование концепции "я" у детей
- 397 **Sharopov N.M. (Tashkent, Uzbekistan)**
Psychological factors that cause internet addiction in students
- 400 **Хайдаров Ш.Ш. (г.Бухара, Узбекистан)**
Формирование отношения у будущих инженеров к психологическому здоровью как ценности
- 404 **Шоумаров Г.Б., Акалаев Р.Н., Алимов У.Х., Акалаева А.А., Хонбабаева Р.Х., Иномова Ш.А., Каримова М.М. (г.Ташкент, Узбекистан)**
Современное состояние проблемы токсикологических парасуицидов подрастающего поколения и пути совершенствования профилактики
- 408 **Шпилевская Н.С., Корсак Н.В. (г.Гомель, Беларусь) (г.Ташкент, Узбекистан)**
Ценностные ориентации студентов
- 411 **Элмуратова А.У (г.Нукус, Каракалпакстан)**
Специфические аспекты формирования физических возможностей спортсменов
- 416 **Юлдошева Г.У. (г.Ташкент, Узбекистан)**

- Экономическое поведение как волевой компонент экономической социализации личности*
- 418 **Yusiphova N.E. Phd student of Department of Social Psychology, Baku State University**
Interpersonal relationship in well-being of gymnast athletes
- 424 **Юсувалиева А.Я. (г. Ташкент, Узбекистан)**
Роль психологических особенностей в социализации слабослышащих детей
- 429 **Yusupjonova I.A. (Andijan, Uzbekistan)**
Psychodiagnostic observation results of experimental questionnaire study of students' professional formation process during social-psychological training
- 437 **Якимчук Д. Ю. (г. Москва, Россия)**
Эффективное сочетание методов психологии и психотерапии в интегративных психотерапевтических играх
- 440 **Яковлева Т.В. (Россия)**
Вклад майкла харнера в исследование и практику шаманизма





МЕЖДУНАРОДНАЯ АКАДЕМИЯ ПСИХОЛОГИЧЕСКИХ НАУК

ВЕСТНИК ИНТЕГРАТИВНОЙ ПСИХОЛОГИИ

Выпуск 31. Часть 1. 2024

ЖУРНАЛ ДЛЯ ПСИХОЛОГОВ

Журнал ВЕСТНИК ИНТЕГРАТИВНОЙ ПСИХОЛОГИИ рекомендован Высшей аттестационной комиссией Республики Узбекистан для публикации основных научных результатов докторских диссертаций. Постановление Президиума ВАК Республики Узбекистан (20.03.2015 г., № 214/2; 18.11.2015 г., №218/5; 22.12.2015 г., №219/5).

**Вестник интегративной психологии // Журнал для психологов.
Вып. 31. Часть 1. /Под ред. В.В.Козлова, Ш.Р. Баратова,
М.Н.Усмановой. – Бухара- Ярославль: МАПН, 2024. – с.**

Бухара - Ярославль, 2024
