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# PEDAGOGIK MAHORAT

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**Ilmiy-nazariy va metodik jurnal**

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## PEDAGOGIK MAHORAT

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**Tahririyat manzili:** 200117, O‘zbekiston Respublikasi, Buxoro shahri Muhammad Iqbol ko‘chasi, 11-uy

Elektron manzil: [nashriyot\\_buxdu@buxdu.uz](mailto:nashriyot_buxdu@buxdu.uz)

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E-mail: [nashriyot\\_buxdu@buxdu.uz](mailto:nashriyot_buxdu@buxdu.uz)

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E-mail: nashriyot\_buxdu@buxdu.uz

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интилиш, жипслик, шахслараро муносабатларда киришимлилик, самимийлик, ахборотга эгалик ва маъсулиятлилик раҳбар ва ходимлардаги касбий стрессларни енгиб ўтишга ёрдам берувчи омил вазифасини бажаради. Жамоада ҳамкорликка интилиш конструктив шахслараро муносабатларни ўрнатиш ва натижада меҳнат самарадорлигини ортишига олиб келади.

**Хулоса.** Юқорида инобатга олиб, раҳбар-ходимларда стрессни юзага келтирувчи омиллар, уларда турли даражада эканлигини ҳисобга олиш лозим.

Стрессга даражаси кўрсаткичи ўрта ва юқори бўлган синалувчиларга хос бўлган хулқ-атвор шакллари кузатганимизда куйидагилар намоён бўлганлиги диққатимизни тортди: бундай раҳбарлар бошқарув фаолияти жараёнида юзага келадиган стрессли вазиятлардан чиқиб кета олмайдилар, бу эса ўз-ўзидан уларнинг қўл остидаги ходимларнинг рухий ва жисмоний ҳолатига салбий таъсир этиши натижасида меҳнат фаолияти жараёнида берилётган топшириқларнинг ходимлар томонидан бажарилишига ҳам ўзига хос ҳолда таъсир этади. Яъни стрессга даражаси юқори бўлган раҳбар ва ходимлар стрессоген омиллар таъсири остида бўлганида берилётган вазифаларни бажариш учун ўзида куч ҳам, иштиёқ ҳам топа олмайди, бу эса унинг учун яна бошқа стрессоген омиллар каторининг кўпайишига олиб келади.

Хулоса қилиб айтганда, бошқарув фаолиятида раҳбарлар психологик жиҳатдан барқарор тузилмага эга бўлсагина, ўз фаолиятини самарали бошқариш ва ходимларга стрессли вазиятлар кам намоён бўлиши тадқиқотларда ўз исботини топди.

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## SOCIAL-PSYCHOLOGICAL DIAGNOSTICS OF PROFESSIONAL COMPETENCE OF PROTECTIVE SERVICE STAFF

*Maxmudova Zulfiya Mexmonovna,  
Bukhara State University, Associate professor,  
Department of Psychology and Sociology, PhD  
Samadova Nilufar Nodir qizi,  
Bukhara State University, student of Psychology education*

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

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

## СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКАЯ ДИАГНОСТИКА ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ СОТРУДНИКОВ СЛУЖБЫ ОХРАНЫ

*В данной статье рассматриваются исследования проявления и развития факторов социально-психологической и коммуникативной компетентности сотрудников органов безопасности и совершенствования её специфических социально-психологических факторов, раскрываются механизмы определения компонентов.*

**Ключевые слова:** *компетентность, социально-психологическая компетентность работника, профессиональная компетентность, компетенция, профессиональная деятельность, профессиональные знания, умения и навыки, профессионально-психологические характеристики.*

## QO'RIQLASH XIZMATI XODIMLARI KASBIY KOMPETENTLIGINING IJTIMOYIY-PSIXOLOGIK DIAGNOSTIKASI

*Ushbu maqolada qo'riqlash xizmati xodimlari ijtimoiy-psixologik va kommunikativ kompetentligi omillarining namoyon etilishi va rivojlanishini tadqiq etish hamda uning o'ziga xos ijtimoiy-psixologik omillarini takomillashtirish haqida fikr yuritilib, xodim ijtimoiy-psixologik kompetentligi va kommunikativ kompetentligini rivojlantiruvchi ijtimoiy-psixologik omillar, komponentlarini aniqlash mexanizmlari ochib berilgan.*

**Kalit so'zlar:** *kompetentlik, xodim ijtimoiy-psixologik kompetentligi, kasbiy kompetentlik, kompetentlik, kasbiy faoliyat, kasbiy bilim, ko'nikma va malakalar, kasbiy psixologik xususiyatlar.*

**Introduction.** In recent years, in our republic, special attention has been paid to the issues of increasing the efficiency of law enforcement agencies, further improving the training system of security service personnel, and raising their level of professional training. The Law of the Republic of Uzbekistan «On Security Activities» defines important tasks for the regulation of relations in the field of security services. Research on improving the professional competence of security service employees in performing such important tasks specified in this law is of great importance. Therefore, it is urgent to increase the professional competence of security service employees, to realize their personal qualities, to form professional, communicative and socio-psychological competence factors that directly affect the effectiveness of their professional activity through psychocorrective and developmental methods. identified as a problem.

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

It is known that competence is knowledge, skills, qualifications, views, the value and personal qualities of an individual, the manifestation of qualifications or the ability to influence. began to be reflected in psychological sources.

| <b>Not visible To be Competent of person</b> | <b>Knowledge</b>   | <b>Attitude</b>  | <b>Implementation feature</b>  |
|--|--|--|--|
| <b>Professional competence</b>               | State standards, understanding and understanding of the essence of one's field at the level of modern needs      | Being able to realize fair and honest, high spiritual and moral characteristics in dealing with citizens in all aspects, through cooperation   | Full achievement of the expected result by successful implementation of the activity process based on modern psychological methods |
| <b>Social competence</b>                     | the individual abilities, timely progress, feelings, emotional states of those around.                           | citizens and colleagues, not to have wrong negative opinions about them  | Successful cooperation with citizens, colleagues, the public and management  |
| <b>Personal, individual competence</b>       | To develop one's intellectual, cognitive strengths and weaknesses, to eliminate them through continuous learning | Appreciate one's strengths and recognize one's shortcomings, use all one's strength to correct oneself, and be able to effectively use internal and external factors and opportunities for self-development. | To continue to develop his individual - psychological, intellectual, cognitive potential, recognizing what he is capable of        |

Initially, competencies are divided into three main groups: personal, professional and activity-related. In the process of activity, the main task of the employee is to help in the formation and development of (basic) competencies related to his profession. The following competencies are defined as the main basic competencies that must be formed in the course of the activity of security service personnel :

- Communicative;
- Self - development as a person ;
- Socially active citizenship;
- Universal;
- Stay up to date with the latest news in your field.

It is desirable to carry out and improve these basic competencies, which should be formed in the security service employees in the process of activity, in proportion to the formation of emotional intelligence factors.

The basic competencies that should be developed and improved in security service personnel are as follows:

1. Communicative competence:

- to express one's opinion in a short, concise, understandable and effective way, orally and in writing, to put the accent correctly when pronouncing words, not to use dialect words in speech, to follow the standards of literary language, to express one's opinion without errors, following the rules of spelling and etiquette;

- being able to communicate with strangers of different ages, young and old, showing respect to older people and honoring younger people in communication;

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

2. Competence of self - development as a person:

- to constantly develop oneself as a person, to make the pursuit of spiritual, psychological and intellectual maturity a permanent life-spiritual need;
- respecting and following national and universal values;
- to regularly read and study books of various fields throughout his life, draw conclusions, learn from them, and be able to use them in practice as a proof and proof of his opinion in appropriate cases;
- to be able to take a critical approach to one's actions and opinions, to be able to control oneself, to be able to correctly assess the content of oral and written texts.

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

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

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

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

- 1) categories, emotional-emotional images, social standards, stereotypes, etc., and thinking systems (reflexive mental activity on solving social problems);
- 2) practical, executive, that is, a system of skills and abilities to interact with people. Both of the above directions serve to increase reflexive and progressive features of competence.

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

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 of 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 situations of social and professional interaction.

As can be seen from the above, it is necessary to distinguish specific signs reflecting the ability to self-control, personal and professional ability in cases of manifestation of social-psychological and professional competence in the structure of competence. Effective use of knowledge, skills and abilities in the process of forensic psychological expertise requires the formation of psychological mechanisms of self-management and self-management from the forensic psychologist.

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

- a) competence can be assessed as a description of a specific activity subject;
- b) the content of competence depends on the purpose, structure and special requirements of professional activity;
- c) competence emotional-volitional qualities, sociability of a person, intellectual potential, orientation of a person serve as a basis for competence.

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

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

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 different languages in writing and orally ;
- 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.

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.

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

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

Based on research on professional competence, we divided the set of criteria that determine the socio-psychological factors of the professional competence of security service employees into the following:

1. Cognitive (knowledge);
  - 1.1. Know the special rules of understanding citizens in the process of professional activity;
  - 1.2. Social memory - memory aimed at mastering people's image, name;
  - 1.3. Social Intuition – the ability to understand the mood, feelings, actions of citizens, the ability to appropriately observe the behavior in the 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 (emotive);
  - 2.1. Social expressiveness - social expressiveness, social sensitivity, social control;
  - 2.2. Shared concern is the ability to get into the situation of citizens, to put oneself in the place of others.
  - 2.3. Self-regulation is the ability to regulate one's emotions and moods.
3. Moral (conative);
  - 3.1. Social perception is the skill of listening to people;

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.

Therefore, the complete structure of the professional competence of security service personnel is characterized by the fact that it has the character of a motivational-directive link, development, corrective correction and professional advice.

From this point of view, in the process of studying the professional competence of security service employees, it is important to study and research the professional competence of each security service employee and its unique capabilities.

Based on the above, in our research, we aimed to study the harmony between the professional competence of security service employees, their communicative, social-psychological competence and emotional intelligence.

Professional qualities of security service employees, their positive behavior, work ethic, stability of the mental nervous system, continuity of activity, practical adaptation of young employees to the service, acceleration of the process of professional formation, and development of their ability to independently perform the tasks assigned to them according to their duties, the formation of a stable professional environment among them, the promotion of long-term service of employees, as well as the implementation of measures aimed at the development of professional and personal qualities and abilities of personnel is one of the urgent issues of today. This shows the need to conduct socio-psychological research on security service employees. Based on the task set in our research, in order to determine the important factors that ensure the professional competence of security service personnel and to implement further measures, i.e. psychocorrective and developmental measures, based on the obtained preliminary results, V.A.Melnikov, L.Ya.Yampolsky's «Psychodiagnostic test» methodology was used.

**Results.** In addition to the application of training sessions aimed at developing the social - psychological, communicative competence and emotional intelligence factors of the professional competence of the security guard, their final results were evaluated in two different ways. Firstly, to determine the level of quality and characteristics formed by the training participants in their training aimed at determining professional competence and its factors, and secondly, based on the main goal of our research, attention was paid to the results obtained from the application of the methods of determining the professional competence of a security guard.

the professional competence development program, it can be said that security service employees have overcome the shortcomings in their personal and professional growth. This was also confirmed by the results obtained from the post-psychotraining program.

and social-psychological condition of security service personnel after the training program, the comparative status of professional competences was studied. A comparative analysis was performed on the average quantitative indicators of the professional competence assessment questionnaire before and after the psychotraining program. During the identification experiment, the performance of professional competence was analyzed according to high, medium and low levels.

A psychotraining program was organized among the members of the team, which was designed to ensure the interdependence between the professional competence of the guard service employee and the communicative and social-psychological competence and their emotional intelligence. This, in turn, is a security guard it was emphasized that it embodies the important aspects of ensuring professional competence. Psychotraining program for security guards it can be said that it was able to serve not only for individual growth, but also to ensure collective and group cohesion, mutual respect and understanding, and to prevent conflict-causing situations. This is the security service staff Psychotrainer's testimony after using the program also confirms this.

The results after the psychotraining program showed that the development was achieved in the components representing the professional competence of security service personnel.

In determining the socio-psychological characteristics of the manifestation of professional competence of security service employees, based on the methodology of «Psychodiagnostic test» by V.A.Melnikov, L.Ya. Yampolskyi If we analyze the results obtained in the control experiment according to the 10 main factors of the methodology, we can see that a high positive increase was observed in the indicators of many factors ( Table 1).

Table 1.

**Indicators of socio-psychological characteristics of the manifestation of professional competence of security service employees** ( according to the methodology of «Psychodiagnostic test» by V.A.Melnikov, L.Ya.Yampolskiy)

| №  | Factors              | Indicators | had three years of work experience employees $n_1 = 130$ |      |                    |      |                | employees with more than three years of work experience $n_2 = 130$ |      |                    |      |                |
|----|----------------------|------------|--|------|--------------------|------|----------------|---|------|--------------------|------|----------------|
|    |                      |            | A defining experience                                    |      | Control experience |      | The difference | A defining experience   |      | Control experience |      | The difference |
|    |                      |            | $M_1$  | S    | $M_2$              | S    | p              | $M_1$   | S    | $M_2$              | S    | p              |
| 1  | Neuroticism          | lower      | 1,27   | 1,90 | 1,89               | 1,02 | 0,04           | 1,41  | 1,36 | 1,91               | 1,73 | 0,00           |
|    |                      | medium     | 4,34   | 3,87 | 5,53               | 3,05 | 0,03           | 5,17  | 2,04 | 5,89               | 2,28 | 0,01           |
|    |                      | high       | 8,41   | 3,57 | 9,63               | 2,24 | 0,01           | 7,15  | 2,18 | 9,41               | 2,31 | 0,05           |
| 2  | Psychoticism         | lower      | 1,74   | 1,38 | 1,93               | 1,22 | 0,02           | 1,32  | 1,45 | 1,96               | 1,04 | 0,04           |
|    |                      | medium     | 4,19   | 2,60 | 5,77               | 2,10 | 0,03           | 5,31  | 1,81 | 5,86               | 1,12 | 0,00           |
|    |                      | high       | 7,09   | 2,93 | 6,08               | 1,31 | 0,01           | 7,52  | 2,23 | 6,06               | 2,10 | 0,01           |
| 3  | Depression           | lower      | 1,25   | 3,56 | 1,76               | 3,11 | 0,01           | 1,43  | 1,29 | 1,84               | 1,49 | 0,08           |
|    |                      | medium     | 5,41   | 1,86 | 5,81               | 1,12 | 0,07           | 5,47  | 2,14 | 5,85               | 2,35 | 0,06           |
|    |                      | high       | 8,32   | 3,10 | 6,12               | 2,13 | 0,05           | 7,65  | 1,16 | 6,5                | 1,28 | 0,08           |
| 4  | Conscientiousness    | lower      | 1,15   | 1,31 | 1,86               | 1,45 | 0,01           | 1,35  | 1,03 | 1,85               | 1,25 | 0,01           |
|    |                      | medium     | 4,83   | 2,96 | 5,89               | 2,04 | 0,09           | 5,84  | 2,64 | 5,92               | 2,04 | 0,08           |
|    |                      | high       | 9,42   | 3,29 | 9,91               | 2,19 | 0,04           | 8,84  | 1,62 | 9,87               | 1,03 | 0,05           |
| 5  | Stagnation           | lower      | 1,34   | 1,14 | 1,84               | 1,44 | 0,01           | 1,37  | 1,23 | 1,88               | 1,47 | 0,01           |
|    |                      | medium     | 4,18   | 2,34 | 5,78               | 2,12 | 0,03           | 5,15  | 1,96 | 5,83               | 1,12 | 0,05           |
|    |                      | high       | 8,50   | 3,21 | 6,02               | 3,74 | 0,05           | 7,72  | 3,08 | 6,07               | 3,24 | 0,08           |
| 6  | General activity     | lower      | 1,08   | 1,00 | 1,01               | 1,42 | 0,00           | 1,40  | 1,86 | 1,03               | 1,21 | 0,04           |
|    |                      | medium     | 4,82   | 3,28 | 5,89               | 3,74 | 0,01           | 5,12  | 2,05 | 5,92               | 2,35 | 0,08           |
|    |                      | high       | 9,12   | 3,11 | 9,78               | 3,45 | 0,05           | 7,73  | 1,09 | 9,71               | 1,24 | 0,01           |
| 7  | Dependency           | lower      | 1,87   | 2,90 | 1,41               | 1,02 | 0,04           | 1,34  | 1,23 | 1,21               | 1,75 | 0,02           |
|    |                      | medium     | 4,51   | 3,49 | 4,51               | 3,21 | 0,00           | 5,07  | 2,03 | 5,59               | 2,41 | 0,03           |
|    |                      | high       | 8,48   | 2,92 | 6,23               | 2,21 | 0,01           | 8,37  | 1,08 | 6,21               | 1,24 | 0,01           |
| 8  | Accessibility        | lower      | 1,37   | 3,65 | 1,02               | 2,75 | 0,08           | 1,41  | 2,09 | 1,08               | 2,42 | 0,01           |
|    |                      | medium     | 4,73   | 3,90 | 5,88               | 3,12 | 0,06           | 5,02  | 2,23 | 5,49               | 2,12 | 0,07           |
|    |                      | high       | 8,79   | 3,94 | 9,71               | 3,32 | 0,08           | 8,35  | 1,78 | 9,56               | 1,02 | 0,05           |
| 9  | Aesthetic impression | lower      | 1,80   | 4,03 | 1,02               | 2,67 | 0,01           | 1,52  | 1,06 | 1,52               | 1,24 | 0,01           |
|    |                      | medium     | 5,01   | 3,45 | 5,75               | 3,45 | 0,08           | 5,24  | 3,02 | 5,86               | 3,02 | 0,09           |
|    |                      | high       | 8,59   | 3,62 | 7,01               | 3,62 | 0,05           | 8,24  | 1,88 | 6,39               | 1,88 | 0,04           |
| 10 | Femininity           | lower      | 1,27   | 3,58 | 1,10               | 3,58 | 0,01           | 1,43  | 2,12 | 1,03               | 2,12 | 0,01           |
|    |                      | medium     | 4,63   | 3,11 | 5,86               | 3,11 | 0,05           | 5,11  | 2,53 | 5,92               | 2,53 | 0,03           |
|    |                      | high       | 8,22   | 3,89 | 6,08               | 3,89 | 0,08           | 7,91  | 1,53 | 6,09               | 1,53 | 0,05           |

Comment: lower (1-2 points), medium (3-6 points), high (7-10 points).

*M* is the mean arithmetic value. *S* – Standard deviation

The conducted training session, we can see that the results obtained in the determining experiment have increased in a positive direction. From the data obtained from the control experience, it can be seen that there is a correlation between some statistically significant symptoms that determine the positive formation of professional competence and socio-psychological competence of security service employees. found the existence of such a social-psychological opportunity in security service employees serves as one of the factors that organize professional activity correctly. As a result, the employees of the security service will have the ability to eliminate various conflict situations and mutual conflicts that may arise in the course of their work, and will have the opportunity to work effectively. If we pay attention to the interrelated aspects of the socio-psychological competence of security service employees and the manifestation of their professional competence, they have stagnation with understanding of people ( $r=0,597$ ,  $p\leq 0,05$ ), approachability ( $r=0,679$ ,  $p\leq 0,01$ ), aesthetic impressionability ( $r=0,585$ ,  $p\leq 0,05$ ), femininity ( $r=0,571$ ,  $p\leq 0,01$ ) factors, approachability with understanding of situations ( $r=0,573$ ,  $p\leq 0,05$ ) factor, general activity with perseverance ( $r=0,690$ ,  $p\leq 0,05$ ), factor, conscientiousness with moral principles ( $r=0,571$ ,  $p\leq 0,05$ ), factor,

general activity with achievement motivation ( $r=0,569, p\leq 0,05$ ) factor, neuroticism with emotional stability ( $r=0,569, p\leq 0,05$ ), Conscientiousness ( $r=0,526, p\leq 0,05$ ) factor, femininity with image ( $r=0,706, p\leq 0,01$ ) factor, approachability with social psychological competence ( $r=0,701, p\leq 0,01$ ) factor, approachability with verbal competence ( $r=0,609, p\leq 0,05$ ) factor, neuroticism with operational socio-psychological competence ( $r=0,561, p\leq 0,05$ ), general activity ( $r=0,642, p\leq 0,05$ ) factors, neuroticism with ego competence ( $r=0,603, p\leq 0,05$ ), femininity ( $r=0,509, p\leq 0,05$ ), communicative competence and approachability ( $r=0,708, p\leq 0,01$ ), reliability and conscientiousness factor ( $r=0,746, p\leq 0,01$ ), factors of stagnation ( $r=0,512, p\leq 0,05$ ), conscientiousness with stable human relations ( $r=0,573, p\leq 0,01$ ), conscientiousness ( $r=0,585, p\leq 0,05$ ), approachability ( $r=0,608, p\leq 0,05$ ) factors, it should be noted that it is significant for the effectiveness of the professional activity of security service personnel that it has a positive correlation with the factor of personality communicative ability and approachability ( $r=0,587, p\leq 0,05$ ) (2-table).

**Table 2.**

**The results of the correlation between the professional competence of security service employees and the general performance of socio-psychological competence (n =260 )**

| Factors _  |  | Professionally competent (according to the «Psychodiagnostic test» methodology) |              |            |                   |            |                  |            |               |                      |            |
|--|--|---|--------------|------------|-------------------|------------|------------------|------------|---------------|----------------------|------------|
|  |  | Neuroticism   | Psychoticism | Depression | Conscientiousness | Stagnation | General activity | Dependency | Accessibility | Aesthetic impression | Femininity |
| Social- psychological competence (according to the Kunitisina methodology) | Understanding people                     | 0,219   | 0,106        | -0,281     | 0,462             | 0,597*     | 0,311            | 0,232      | 0,679*        | 0,585*               | 0,571*     |
|  | Understanding situations                 | 0,239   | -0,416       | 0,143      | 0,431             | 0,431      | 0,159            | 0,116      | 0,573*        | 0,209 <sub>1</sub>   | 0,209      |
|  | Endurance                                | 0,190   | -0,037       | 0,136      | 0,259             | 0,407      | 0,690*           | -0,043     | 0,23          | 0,203                | 0,102      |
|  | Moral principles                         | 0,387   | 0,102        | -0,318     | 0,571*            | 0,320      | 0,187            | 0,362      | 0,418         | 0,336                | 0,420      |
|  | Motivation to achieve success            | 0,401   | -0,013       | 0,019      | 0,400             | 0,239      | 0,569*           | -0,218     | 0,209         | 0,119                | 0,112      |
|  | Emotional stability                      | 0,523*  | -0,233       | 0,078      | 0,526*            | 0,469      | 0,207            | -0,108     | 0,189         | -0,108               | 0,356      |
|  | Image                                    | 0,368   | 0,230        | 0,104      | 0,266             | 0,482      | 0,168            | 0,223      | 0,201         | 0,102                | 0,706*     |
|  | Social psychological competence          | 0,211   | 0,201        | -0,155     | 0,434             | 0,466      | 0,401            | 0,186      | 0,701*        | 0,301                | 0,466      |
|  | Verbal competence                        | 0,402   | 0,125        | -0,154     | 0,398             | 0,487      | 0,201            | 0,109      | 0,609*        | 0,203                | 0,387      |
|  | Operative socio-psychological competence | 0,561*  | 0,231        | 0,060      | 0,160             | -0,102     | 0,642*           | 0,407      | 0,203         | 0,408                | 0,197      |
|  | Ego competence                           | 0,173   | 0,603*       | 0,412      | 0,435             | 0,228      | 0,204            | -0,109     | 0,312         | 0,404                | 0,509*     |
|  | Communicative competence                 | 0,492   | 0,152        | 0,149      | 0,247             | 0,395      | 0,298            | 0,105      | 0,708*        | 0,208                | 0,395      |
|  | Credibility                              | 0,468   | 0,116        | 0,159      | 0,746**           | 0,512*     | 0,132            | 0,103      | 0,459         | 0,102                | 0,312      |
|  | Sustainable human relationships          | 0,573*  | 0,103        | -0,109     | 0,585*            | 0,432      | 0,473            | 0,109      | 0,608*        | -0,109               | 0,496      |
|  | Personality communicative ability        | 0,478   | 0,236        | -0,189     | 0,241             | 0,208      | 0,089            | 0,122      | 0,587*        | 0,204                | 0,301      |

\*  $p \leq 0.05$ , \*\*  $p \leq 0.01$

**Conclusion.** On the topic «Social-psychological characteristics of the manifestation and development of professional competence of security service personnel». As a result of our research on the case, the following conclusions were presented:

professional competence of security service employees showed that today the criteria for researching and evaluating the formation of professional competence factors among security service employees are not sufficiently developed.

2. The research of the socio-psychological characteristics of the manifestation and development of professional competence of security service personnel and the correct choice of risodiagnostic and risocorrective methods will ensure the success of the professional activity.

3. Manifestation and development of professional competence indicators among security service personnel is to a certain extent related to personality types and length of activity.

4. The existence of a certain level of correlative relationships between the professional, socio-psychological and communicative competence of security service employees is of great importance in the formation of scientific ideas about these competence criteria.

5. Professional competence of security service personnel V.A.Melnikov, L.Ya.Yampolsky's 10 criteria by style ( neuroticism, psychoticism, depression, conscientiousness, stagnation, general activity, subordination, approachability, aesthetic impressionability, femininity ), fourteen criteria according to the Kuni t Sina style (understanding people, understanding situations, perseverance, moral principles, achieving success motivation, emotional stability, image, social competence, verbal competence, operational competence, e- competence, communicative competence, reliability, stable human relations), five criteria according to Hall's style (emotional knowledge, empathy, sensing other people's experiences, o «stimulating oneself, managing one's emotions») G.M.Manuylov V.V.Kozlov M.P.Fetiskin evaluation based on 7 criteria according to the style (communicative - difficult to communicate, logical thinker - weak thinker, stable - unstable, optimism - pessimism, developed creative thinking - realistic, self-control - difficult to deal with) and can be researched.

6. By integrating the factors of independent, realistic thinking, cognitive, creative thinking according to the dependence of the professional literacy of security service employees on their personality qualities, it is possible to harmoniously develop their professional and communicative competence.

7. Psychotechniques aimed at improving the possibilities of emotional-volitional, cognitive and communicative motivation in the application of psychodiagnostic methods according to the range of social-psychological knowledge of the guard service employee's communicative competence, professional activity and the importance of indicators of social - psychological competence by using a combination of development of professional competence is achieved. \_

8. A statistically comparative analysis of the results before and after the program of Rxixotre showed that a certain level of positive results can be achieved on the factors of understanding people, moral principles, success motivation, emotional stability, image and communicative competence.

The results of the research and general conclusions based on them allow us to offer the following **practical recommendations:**

1. As revealed in our research, the development of professional competency factors in the activities of security service personnel is a long-term process. At the same time, in the era of social and political events and changes in the law enforcement system, it is necessary to form the professional competency of future security service personnel at the undergraduate level of higher educational institutions. It is recommended not only to arm them with special knowledge, skills and abilities, but also to familiarize them with programs aimed at developing the psychological components of professional competence.

2. In order to form the professional competence of security service personnel, it is necessary to make changes to the educational programs of retraining and advanced training courses of security service personnel and to diagnose the level of professional competence depending on the duration of their activity.

3. When performing psychodiagnostic, psychoprophylactic and psychocorrective work in the moral and spiritual support of employees, it is necessary to take into account their emotional-volitional, cognitive and communicative motivational capabilities.

4. Family disagreements identified on the basis of the «Khodimbay» work system; Every employee who is included in the risk group due to unhealthy family environment and family quarrels and his/her family members should work separately as an «employee», based on the «employee» system, the living conditions of each employee, as well as his/her spouse and psychological interviews should be conducted with their children, and psychological services should be provided to them based on the study of their psychological condition and the mental environment in the family, as well as the relationships between family members.



“Psychodiagnostic test” of V.A.Melnikov, L.Ya.Yampolskiy, V.N.Kunitsina's «Koskom» methodology for assessing socio-psychological competence, G.M.Manuylov, V.V.Kozlov, M.R.Fetiskin's «Communicative social competence diagnosis» test, It is desirable to effectively use N.Hall's «Emotional Intelligence» test and socio-psychological questionnaire designed to assess the professional competence of security service personnel and improve the method of providing psychological services to them on this basis.

5. The theoretical and empirical data collected by us on the manifestation and development of the professional competence of security service personnel are «Legal psychology», «Experimental psychology», «Testology», «General psychodiagnostics», « Psychological service to law enforcement agencies « It is appropriate to use it as an additional resource in such subjects.

6. It is expedient to regularly organize seminars-trainings and roundtable discussions about the professional competence of security service personnel, its manifestation, factors, mechanisms and methods of formation. Also, publishing manuals on this problem and providing practical recommendations will help to develop the professional competence of security service personnel and increase the efficiency of their activities.

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