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Methods and Tools for Improving The Technology of Professional Development for Internal Affairs Personnel Based on Innovative Approaches

Qidirbayev Bahram Baqitbaevich*¹

1. Independent Researcher, Karakalpakstan, Branch of the National Institute of Pedagogics of Uzbekistan, Republic of Karakalpakstan

*Correspondance: baxram9529@gmail.com

Abstract: This article theoretically analyzes the pedagogical foundations of improving professional development technologies for internal affairs personnel through innovative approaches. The study examines the content of continuous professional development, the role of socialization, the significance of national and universal human values in professional activity, and the use of modern pedagogical technologies. Particular attention is paid to adapting innovative technologies to the proficiency level and practical needs of personnel, applying cooperation technology, and strengthening self-directed learning and self-development. International experience in lifelong learning, needs-based professional development, distance learning, and credit-module approaches is also considered. The study indicates the need to improve an innovative, practice-oriented, and needs-based professional development system aimed at strengthening the professional competence of internal affairs personnel.

Keywords: Internal Affairs Bodies, Officer, Professional Development, Advanced Training, Innovative Approach, Pedagogical Technology, Professional Competence, Lifelong Learning, Distance Learning, Credit-Module System

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1. Introduction

It is well known that every learner in an independent state must be prepared in accordance with global standards. Young people's acquisition of solid knowledge and a deep understanding of the scientific foundations of innovative fields depends, first and foremost, on the effectiveness of education and the level of development regarding innovative progress and approaches. The application of democratic principles within the continuous education process manifests itself through trust in learners' intellect, the creation of opportunities for independent thinking, and the encouragement of creativity and initiative in both classroom and extracurricular activities [1].

An analysis of international experience reveals that a country's standing on the global stage rests on advancements in science, technology, and the quality of education, as well as the development of the economy, human capital, and a highly skilled workforce. Consequently, alongside research aimed at comprehensively addressing social issues within the modern education sector, special emphasis is being placed on refining the system of continuous professional development to cultivate specialists who are highly competent, pedagogically skilled, creative, versatile, adaptable to competition, and capable of the ongoing development of their own potential [2].

2. Materials and Method

The research object is the process of continuous professional development and improvement of training technologies for internal affairs personnel. The study is based on theoretical analysis, comparison, generalization, systematization, and examination of international experience in adult education, lifelong learning, professional development, and innovative pedagogical technologies.

Innovative technologies must be tailored to the proficiency levels of staff and trainees, as well as their familiarity with the information and their practical preparedness. The use of innovative technologies is linked to the development of the scientific foundations of educational technologies, as well as to experimentation with innovations, proprietary educational approaches, and new technologies. These experiments require the development and systematization of a coherent framework. Based on these innovative technologies, new forms of innovation—specifically, new types of teaching systems—gradually emerge.

One example is the technology of cooperation. The technology of cooperation began to develop in the 1920s and gave rise to many innovative processes in education. This technology is grounded in the experiences of renowned Russian and foreign educators, such as K.D. Ushinsky, N.P. Pirogov, L.N. Tolstoy, J.J. Rousseau, J. Korczak, C. Rogers, E. Berne, S.T. Katsky, V.A. Sukhomlinsky, and others. The technology of cooperation is implemented across four main areas: an approach to the individual that treats them as a human being and a distinct personality; a dialectical system that fosters active engagement and development; a concept of upbringing and education; and adapting the environment to the educational process.

Numerous organizations operate internationally in the fields of teacher professional development and lifelong learning. These include the UNESCO Institute for Education (Hamburg) and the International Institute for Educational Planning (Paris); the European Association for the Education of Adults (EAEA – Brussels); the Institute of International Education and the American Association for Adult and Continuing Education (AAACE, USA); the National Institute of Adult Education (UK); the European Centre for the Development of Vocational Training (CEDEFOP); and the German Institute for Adult Education – Leibniz Centre for Lifelong Learning.

Adult education is a vital component of lifelong learning, and this form of education currently plays a significant role worldwide in addressing the challenges faced by individuals and society. In December 2009, UNESCO held the Sixth International Conference on Adult Education (CONFINTEA VI), during which the “Belém Framework for Action” was adopted. The document emphasizes that adult learning and education support the development and exercise of rights, realization of potential, acquisition of necessary knowledge and skills, and formation of values.

These documents extensively cover issues such as the modern model of developing professional competence, the creation of an environment based on social partnership, and development through lifelong learning, andragogy, and formal, non-formal, and informal educational forms. In particular, the practical implementation of new programs and technologies aimed at ensuring economic and social stability and refining lifelong learning mechanisms is regarded as a critical priority.

While the term “skills upgrading” (*malaka oshirish*) is used to describe the existing system, in international practice the concept corresponds to “professional development.” In European countries, the skills upgrading system is characterized by needs-based, mandatory and supplementary education, as well as training formats organized according to duration and subject matter.

In certain countries, including Austria, Belgium, Finland, the Netherlands, Portugal, Scotland, Spain, and Sweden, professional development is primarily carried out in two stages. It begins on an informal and voluntary basis, followed by a second stage that is

clearly structured and mandatory. Typically, this training takes place concurrently across educational institutions at different levels.

The Leibniz Institute for Lifelong Learning (DIE) is a German institute for adult education funded by the federal government and the federal states. Specializing in adult education, the institute conducts research into educational programs and continuing education institutions, as well as the socio-political and institutional aspects of lifelong learning. Its activities include applied and fundamental research, implementation of research findings, development of concepts for practitioners, and recommendations on lifelong learning strategies.

3. Results and Discussion

Many countries have achieved significant success in improving learner mastery by employing a technological approach to instruction. Experiments conducted in numerous countries have demonstrated that this instructional system can improve learning outcomes when compared with traditional approaches. For educators and graduates of vocational and higher education institutions, mastering and practically applying pedagogical technologies is therefore important for enhancing the quality of personnel training [3].

A distinctive feature of using innovative technologies in the teaching process is that they are implemented through the collaborative activity of the teacher and the learners. The educational process encompasses the activities of both the teacher and the learners. The teacher's role involves presenting the subject matter, fostering learners' interest in the discipline, deepening their understanding and shaping their convictions, guiding independent study, and assessing knowledge and skills [4].

Educational innovations are timely, systematically self-organizing novelties arising from various initiatives and innovations that hold promise for the evolution of education and positively influence the development of all forms and methods of instruction [5]. The concept of "innovation activity" in education entails the purposeful transformation of educational content and the organizational-technological foundations of the educational process, aimed at enhancing the quality of educational services and the competitiveness of educational institutions. It supports comprehensive personal and professional development and transforms traditional teaching methods.

Innovation is the production of new goods, services, technologies, and processes of superior quality. It is necessary to examine the concepts of "innovation," "education," and "technology" individually [6]. The word "innovation" derives from the English innovation and refers to an introduced novelty or invention. The concept originated in the manufacturing sector and was subsequently applied to engineering, technology, management, labor organization, and other fields. Innovation develops through research activities aimed at acquiring new scientific knowledge, discoveries, and inventions [7]. It can also emerge as a result of design work, through which instrumental and technological knowledge is developed and translated into practical action [8].

The concept of "education" refers to the process of imparting knowledge and developing skills and competencies; it serves as a primary means of preparing individuals for life and work [9]. The educational process involves the acquisition of knowledge and the implementation of upbringing. In a broad sense, education encompasses not only instruction in educational institutions but also the acquisition of knowledge and skills in the family, workplace, and other spheres. The content and essence of education are determined by the level of society's material and cultural development [10].

Technology is a regulated system of methods for producing, processing, and refining goods across sectors such as industry, construction, transport, and agriculture; in education, pedagogical technology represents a systematized set of methods and organizational approaches for achieving learning outcomes. The quality of the final result depends on how thoroughly technological processes are designed and how strongly the recommended methods are grounded in experience and scientific approaches [11].

The application of innovative technologies in education is carried out based on principles that encompass the requirements and objectives fundamental to the development of these technologies. All innovations in the pedagogical sphere are grounded in alignment with the current stage of society's socio-economic development [12]. At present, innovations should focus on fostering independence, cultivating self-study and self-development skills, and ensuring conscious rather than mechanical mastery of curricula. This entails critical and creative thinking, the ability to articulate one's viewpoint in various situations, and the implementation of practical processes rooted in creativity.

Studying the formation, development dynamics, and stages of progress of the continuous professional development and retraining system is important because it enables a creative and critical assessment of the system's role and potential in socio-economic development [13]. Historical-pedagogical analysis, retrospective examination, synthesis, generalization, systematization, comparison, and evaluation can be used to identify the characteristics of each stage of development [14].

The analysis indicates that innovative professional development for internal affairs personnel should combine needs-based training, practical tasks, cooperation between instructors and learners, independent learning, distance formats, and systematic assessment. Such a combination can strengthen the connection between professional knowledge and its practical application [15].

4. Conclusion

Globally, priority is currently being given to developing the professional competence of trainees, including law-enforcement personnel, through advanced training based on innovative approaches that address educational needs.

By analyzing concepts and ideas from international experience regarding the organization of professional development systems, the following objectives are pursued: developing international ties with leading research institutions; identifying effective tasks for professional development; undertaking internships and studying practices in foreign countries; developing new operational algorithms and technologies; implementing a needs-based professional development system; improving self-management; widely organizing distance learning and other alternative forms of professional development; introducing a credit-module system; and developing and effectively implementing a theoretical concept for high-quality professional development.

Implementing effective mechanisms for organizing the education system is of great importance and serves as a key indicator for the application of innovative forms and methods of education within the teaching and learning process. For internal affairs personnel, this requires a systematic model in which professional needs, practical competence, self-development, digital and distance learning opportunities, and innovative pedagogical technologies are integrated into continuous professional development.

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