



EFFECTIVENESS OF IMPROVING MEDICAL-SOCIAL COMPETENCE OF INTERNAL AFFAIRS BODIES EMPLOYEES AND CADETS

(In The Course of Pedagogical Experiments)

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ABSTRACT

Effectiveness of improving the medical and social competence of internal affairs bodies employees and cadets was analyzed in the course of pedagogical experimental work.

KEY WORDS: *medical and social competence, Internal Affairs Bodies employees and cadets, problem situation, case.*

Pedagogical system of guiding students of Suvorov military schools of the Ministry of Internal Affairs of Russia to the profession was investigated by A.F.Polyakov [6; 11p.], and Y.S.Ivanchenko [3] studied the pedagogical conditions for the formation of existentially significant personal characteristics of cadets of educational organizations of the Ministry of Internal Affairs of Russia in the process of interactive education, while the regional bodies of the Ministry of Internal Affairs of Russia A.A.Mitin [5] studied the issues of formation of pedagogical competences of leaders of training groups, A.B.Romanov studied the psychological and pedagogical prevention of drug addiction of the personnel of the national guard troops. The Ministry of Internal Affairs of the Republic of Uzbekistan is a public administration body, which generally manages and coordinates the activities of the system of internal affairs [1, 2].

Pedagogical pilot work was conducted on the basis of the pilot program for improving the medical and social competence of Internal Affairs Bodies employees and cadets. Pedagogical experimental work was organized and carried out at the Tashkent title-granting special training course, Samarkand and Khorezm training courses in 2023 at diagnosis and prediction, organizational-preparatory, practical and generalization stages.

The purpose of the pedagogical experiment-test is to improve the medical and social competence of Internal Affairs Bodies employees and trainees, and it was carried out in 3 stages: confirmatory (2022), determining (2023) and testing (2023).

The purpose of the confirmatory experience is to identify and study ways to improve the medical and social competence of Internal Affairs Bodies employees and cadets. The purpose of the determining experience is to organize general preparation for research, to study the forms and methods of improving the medical and social competence of Internal Affairs Bodies employees and cadets, to conduct medical and social work, and to develop interactive tasks and developments. The purpose of the pedagogical experiment is to conduct research and collect reliable data on improving the medical and social competence of Internal Affairs Bodies employees and cadets based on the obtained results. Normative documents on the organization, coordination and evaluation of pedagogical experimental work were implemented in the leading organization where the research was carried out and in the field of pedagogical experimental testing.

At the organizational-preparatory stage of the pedagogical experiment-test, the pedagogical experiment-test sites and participants, the description of the pedagogical process were defined, methodological and organizational support was developed. Pedagogical test results, questionnaire, preliminary and final tests were taken, and the results of designing and using problem situations were recorded. In order to determine the state of improvement of the medical and social competence of Internal Affairs Bodies employees and cadets, a questionnaire was conducted in the course of pedagogical experiments. 194 respondents from the special training course for awarding titles in Tashkent, 204 from the Samarkand training course, and 176 from the Khorezm training course took part in this questionnaire (see Table 1):



Tabel-1

№	Pedagogical experiment-testing grounds	Participation of Respondents in the Questionnaire Training course (vocational training course)	JULY		AUGUST		SEPTEMBER	
			EG	CG	EG	CG	EG	CG
			1.	Tashkent	Awarding a special professional development programme	27	27	32
2.	Samarkand	Professional development programme	38	38	41	41	23	23
3.	Khorezm	Professional development programme	28	28	25	25	35	35
TOTAL			93	93	98	98	96	96

A total of 574 respondents participated in the questionnaire in 2023 during the pedagogical experiment-testing. That is, 93 people in experimental groups and 93 people in control groups in the questionnaire in July; In August, 98 people in experimental groups, 98 people in control groups; In September, 96 respondents participated in experimental groups and 96 respondents in control groups (see Figure 1):

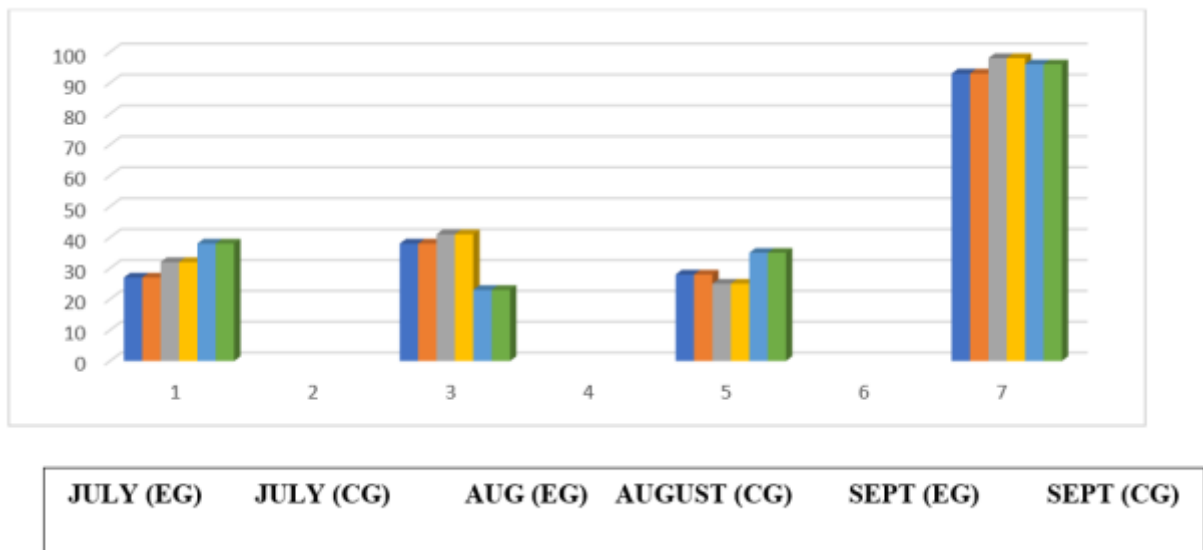


Figure 1. Respondents who participated in the questionnaire

At the end of the experiment in 2023, 97 people were in the experimental groups and 97 in the control groups at Tashkent Professional development programme for awarding titles, 102 at Samarkand Professional development programme, 102 in the experimental groups and 102 in the control groups, 88 in the experimental groups and 88 of the respondents participated in the control groups at Khorezm Professional development programme (see Table 2):



Table 2

№	Pedagogical experiment-testing field	Participation of respondents in the initial test						TOTAL	
		JULY		AUGUST		SEPTEMBER		EG	CG
		EG	CG	EG	CG	EG	CG		
1.	Tashkent	27	27	32	32	38	38	97	97
2.	Samarkand	38	38	41	41	23	23	102	102
3.	Khorezm	28	28	25	25	35	35	88	88
	Total	93	93	98	98	96	96	287	287

At the end of the experiment in 2023, 97 people were in the experimental groups and 94 were in the control groups at Tashkent Professional development programme for awarding titles, 102 were in the experimental groups and 99 were in the control groups at Samarkand Professional development programme, 87 were in the experimental groups and 85 of the respondents were participated at Khorezm Professional development programme (see Table 3):

Table 3

№	Pedagogical experiment-testing field	Participation of respondents in the final test						TOTAL	
		JULY		AUGUST		SEPTEMBER		TG	NG
		TG	NG	TG	NG	TG	NG		
1.	Tashkent	27	26	32	31	38	37	97	94
2.	Samarkand	38	37	41	40	23	22	102	99
3.	Khorezm	27	26	25	25	35	34	87	85
	Total	92	89	98	96	96	93	286	278

A total of 287 respondents in the experimental group and 287 respondents in the control group participated in the preliminary test in July-September 2023 (see Figure 2):

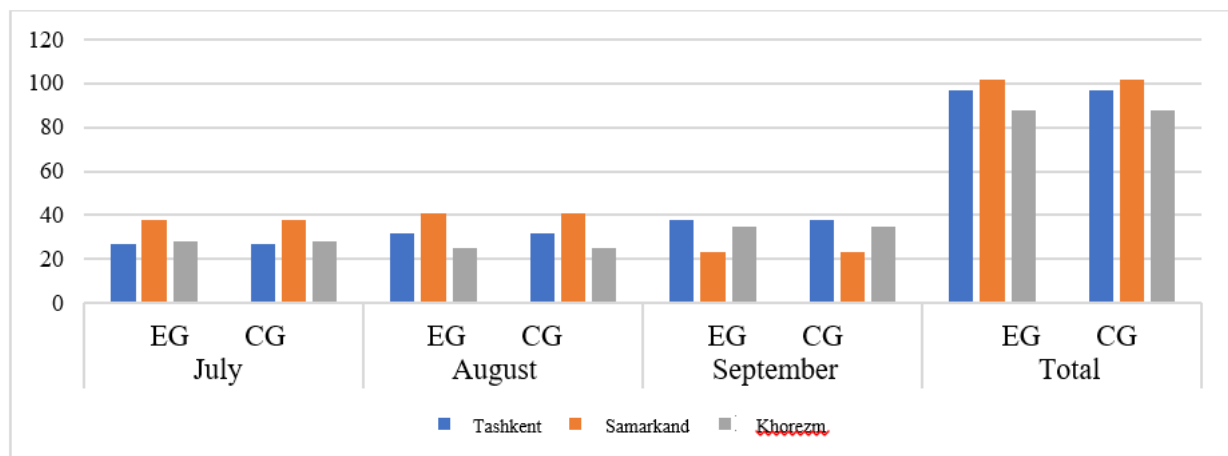


Figure 2. Respondents who participated in the initial test

A total of 286 respondents in the experimental groups and 278 respondents in the control groups participated in the final test in July-September 2023 (see Figure 3):

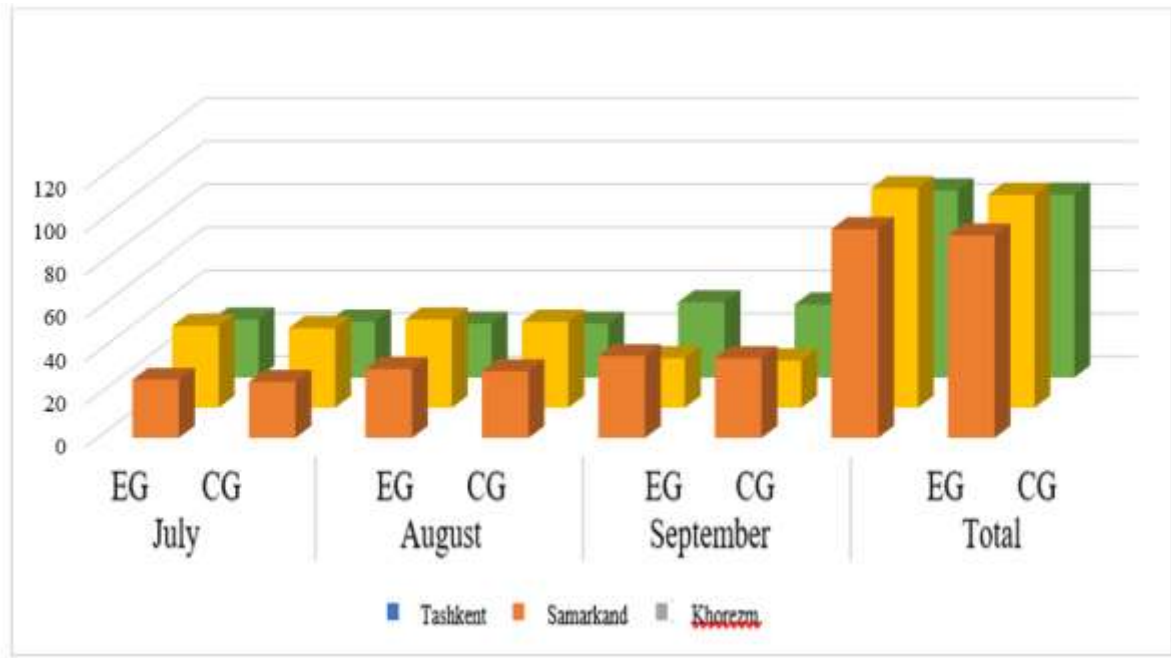


Figure 3. Respondents who participated in the final test

During the organization of the pedagogical experiment, the following measures were taken to the pedagogical process under investigation by the researcher: Conditions were created in organizations in order to improve the medical and social competence of Internal Affairs Bodies employees and cadets. In the process of pedagogical experimental work, the efficiency indicators of forms and methods of improving the medical and social competence of Internal Affairs Bodies employees and cadets were systematically identified and recorded in experimental and control groups. The processes of implementation of pedagogical events were clearly described.

The planned trial period and the amount of training material were set for 2023. In addition, the preliminary and final test in experimental groups under the program of conducting pedagogical experimental work was conducted by the researcher at the experimental site in Tashkent and by the managers of the other experimental sites. In the program of pedagogical experiment-testing, experiment-testing exercises were developed in series and the specified topics were conducted with the help of subject teachers. Methodological support for improving the medical and social competence of Internal Affairs Bodies employees and cadets was prepared in the following stages and provided in applications:

- 1) selection of materials related to increasing the medical and social competence of employees and trainees of the Ministry of Internal Affairs;
- 2) development of questionnaires and test questions;
- 3) development of didactic support for increasing the medical and social competence of employees and trainees of the Ministry of Internal Affairs;
- 4) design of problem situations and cases.

Organizational support for a pedagogical experiment-test consists of testing in practice the scientific innovation put forward in the dissertation, determining the learning conditions, the processes for discussing research work by the organization, formalizing the organization and completion of the pedagogical experiment, the testing experiment and the results obtained during the research work were based on the development of practical and methodological recommendations for implementation in the education system.

At the practical stage of the pedagogical experiment-test, it was conducted in parallel and mixed groups, emphasizing, forming and controlling the improvement of the medical and social competence of Internal Affairs Bodies employees and cadets. Pedagogical test materials were developed in order to improve the medical and social competence of Internal Affairs Bodies employees and cadets:

- questionnaire;
- initial and final test tasks;
- designing problem situations;
- design of educational cases.



Statistical analysis of the results of pedagogical experiments was studied on the basis of:

1. Initial and final results of the survey of the experimental and control groups.
2. Preliminary and final test results of the experimental and control groups.
3. Results of the work of experimental groups on the design of problem situations.
4. Results of designing educational cases of experimental groups.

It was determined according to the theoretical and practical analysis of improving the medical and social competence of Internal Affairs Bodies employees and cadets in the organization and conduct of trainings specified in the pedagogical pilot-test program. There are several statistical methods for the statistical analysis of pedagogical experiments. One of them used Fisher's statistics to analyze questionnaire questions, and Pearson's chi-square test to analyze test and case results.

According to the analysis of the obtained results, the difference between the average acquisition value in the experimental and control groups and the efficiency is 1.15-1.17 times higher, the empirical value of the used statistical criterion is greater than the critical value, led to the acceptance of the H1 hypothesis. That is, the results obtained at the end of the experiment are effective. This can also be seen in the diagrams below (see Figure 4):

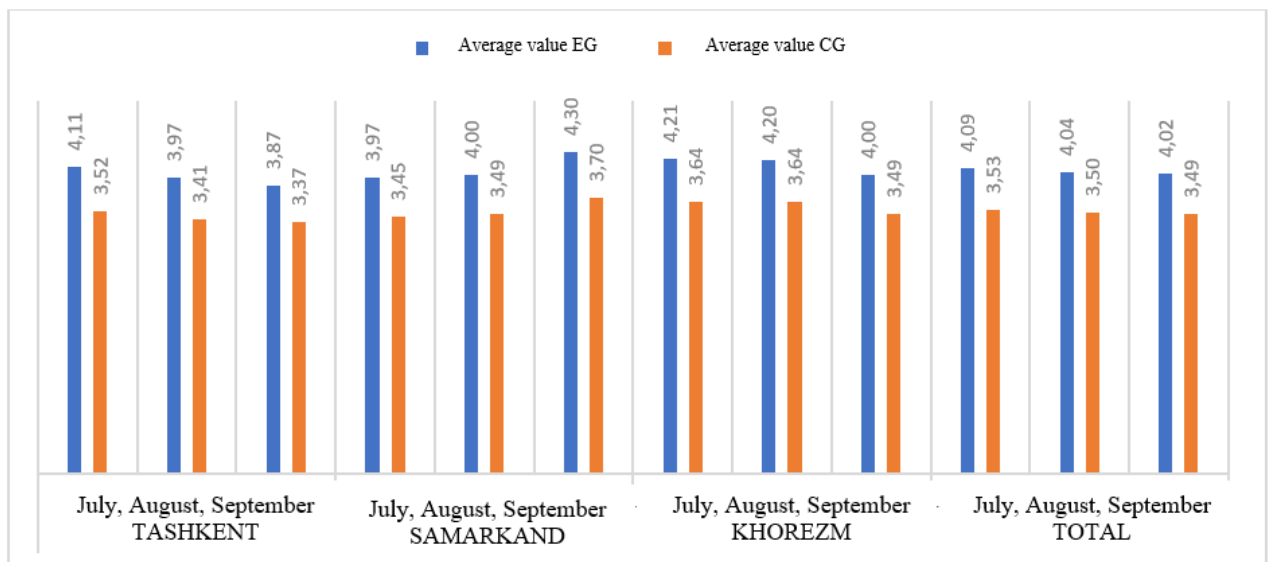


Figure 4. Average acquisition value in final test outcomes

According to the analysis of the obtained results, the average acquisition value is different in the experimental and control groups and the efficiency is 1.14-1.16 times higher, the empirical value of the used statistical criterion is greater than the critical value, which led to the acceptance of the H1 hypothesis. That is, the results obtained at the end of the experiment are effective. This can also be seen in the diagrams below (see Figures 5-6):

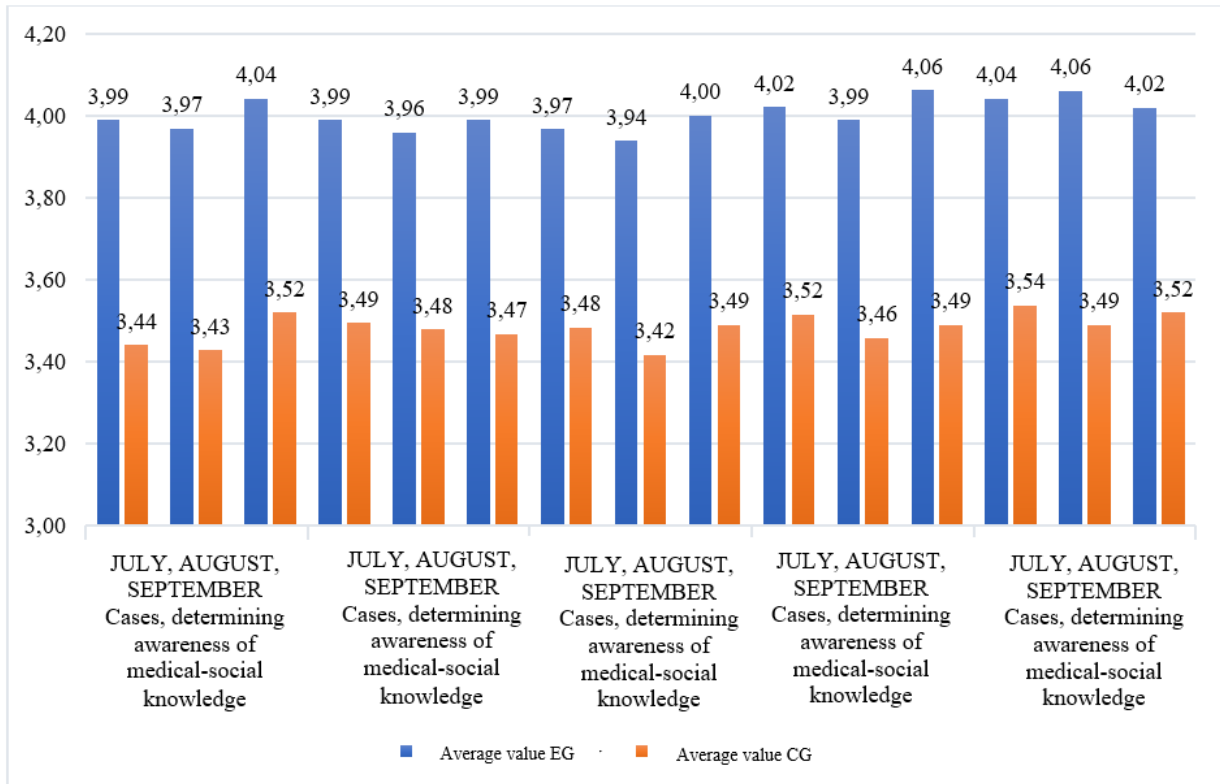


Figure 5. Average acquisition value of the outcomes of designing the final education cases

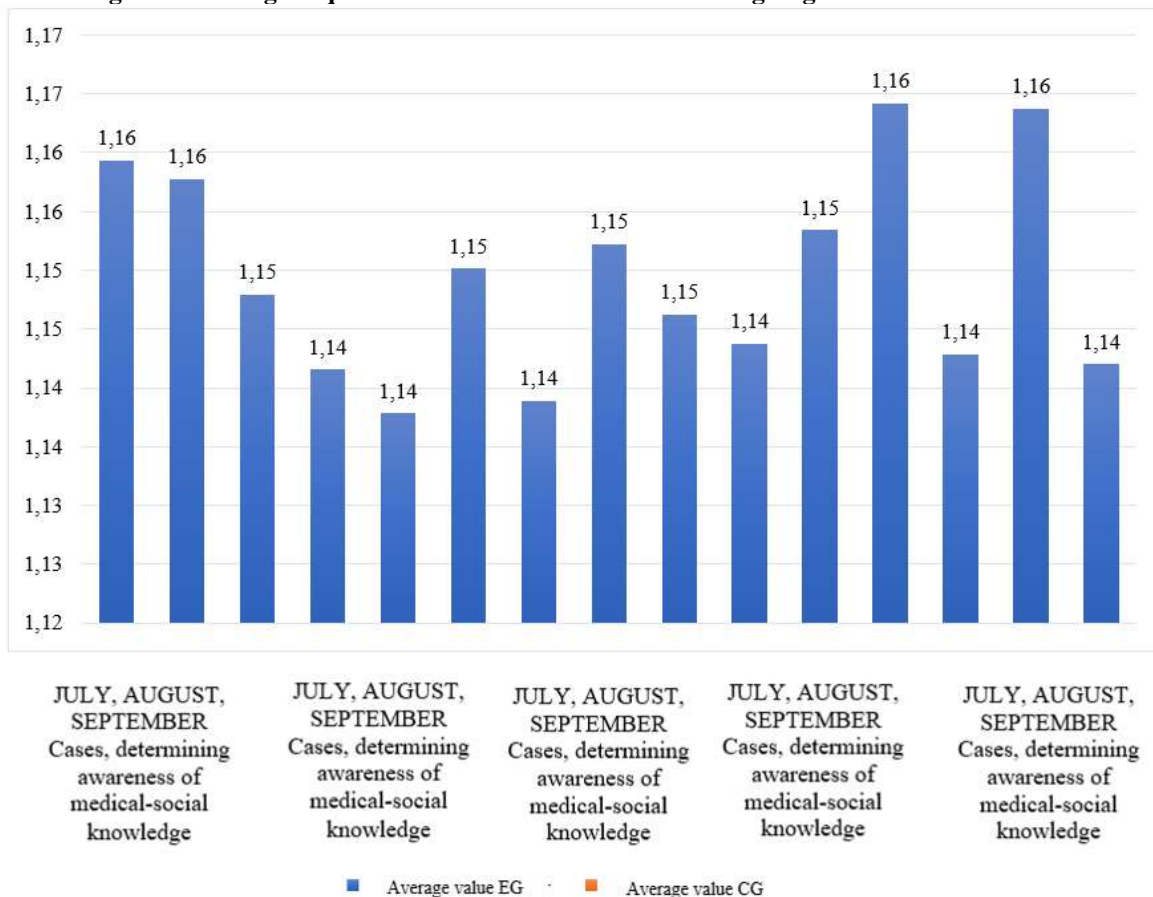


Figure 6. Efficiency indicator of the outcomes of designing final educational cases

According to the results of the conducted research, it was proved by statistical methods that it is 1.16 times higher than the test results, 1.16 times higher than the results of the design of problem situations, and 1.15 times higher than the results of the design of problem situations (see Figure 7):

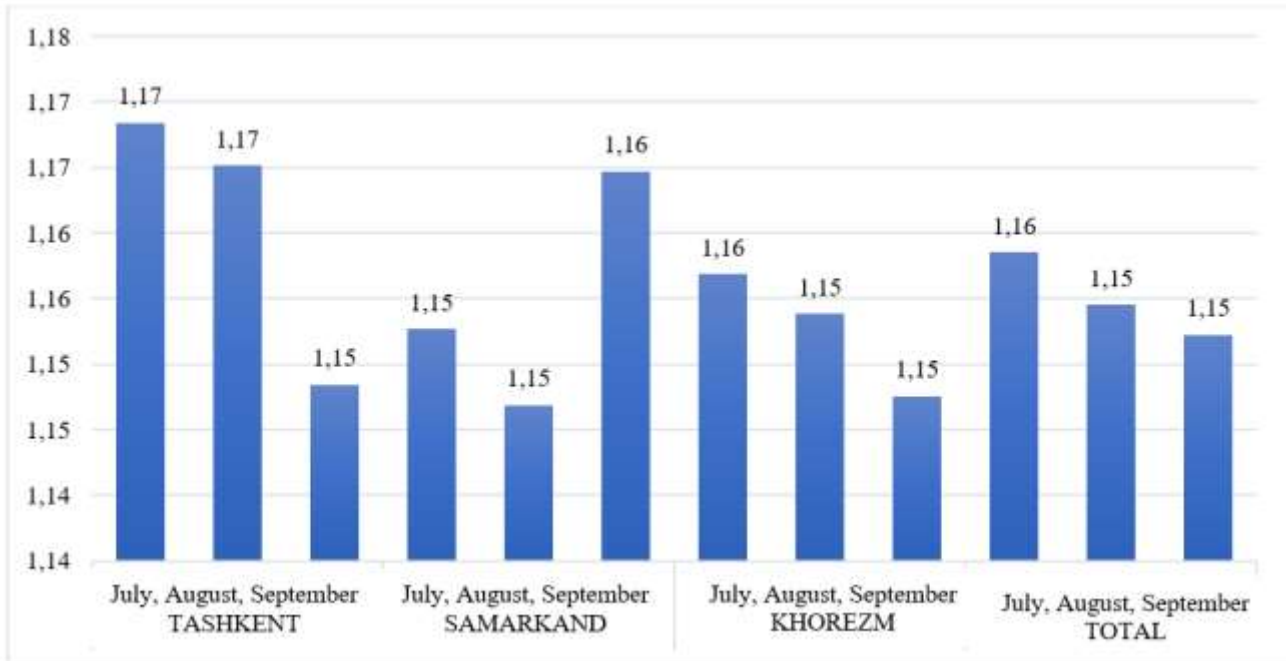


Figure 7. Performance indicator of final test outcomes

According to the analysis of the obtained results, the average acquisition value is different in the experimental and control groups and the efficiency is 1.15-1.17 times higher, the empirical value of the used statistical criterion is greater than the critical value, which led to the acceptance of the H1 hypothesis. That is, the results obtained at the end of the experiment are effective. This can also be seen in the diagrams below (see Figures 8-9):

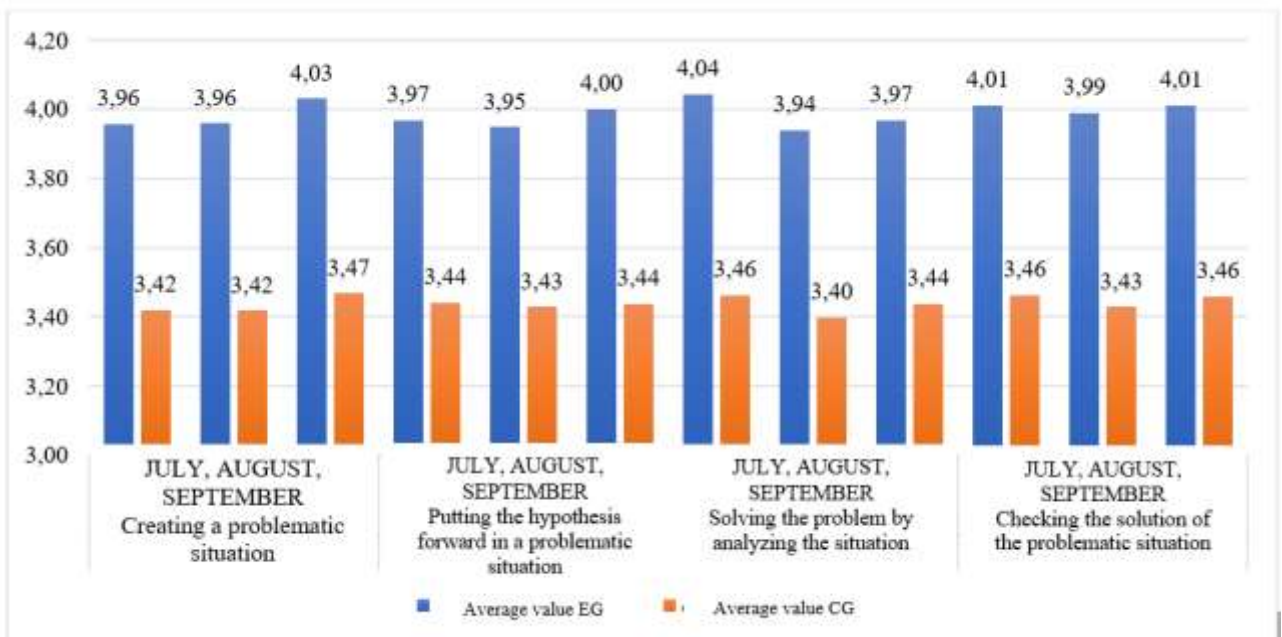


Figure 8. Average acquisition value of design outcomes for final problematic situations

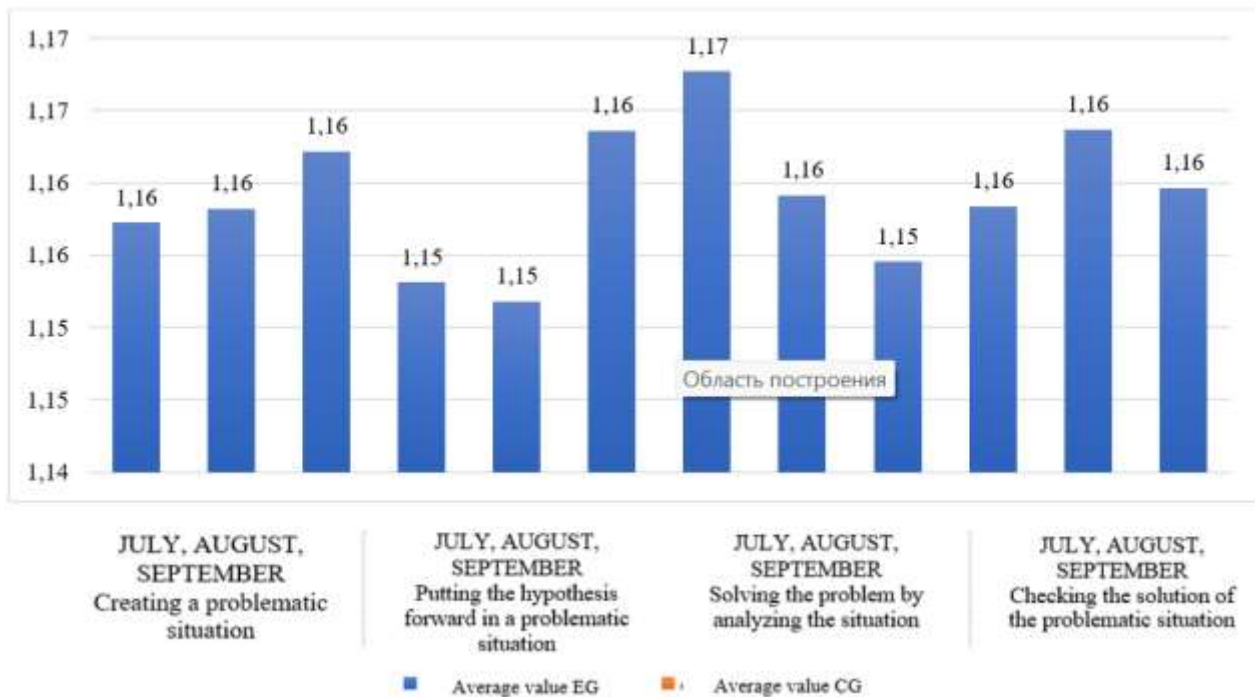


Figure 9. Performance indicator of the outcomes of designing the final problematic situations

According to the results of the conducted research, it was proved by statistical methods that it is 1.16 times higher than the test results, 1.16 times higher than the results of problematic situations design, and 1.15 times higher than the results of problematic situations design.

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