

PSYCHOLOGICAL FEATURES OF OFFICIALS OF INTERNAL AFFAIRS IN LEARNING FOREIGN LANGUAGES

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ABSTRACT

This article indicates how significant psychological characters of Officials of Internal Affairs in acquiring foreign languages. In particular, psychological features are significantly productive to learn a great number of foreign languages for some of Officials of Internal Affairs. Additionally, the author attempts to show some new experiences as well as new strategies in a broad way.

Key words: psychological characters, different foreign languages, cognitive process in learning foreign languages, Officials of Internal Affairs.

"Innovation means future. If we start building our great future from today, we ought to begin it precisely based on innovative point of views, innovative methods during the forthcoming years".

Shavkat Mirziyoyev

INTRODUCTION

Since the beginning of 21st century almost the whole people`s social life has altered eternally. In particular, it can be obvious from numerous decrees of the President of the Uzbekistan, namely "On measures for the further improvement of the higher education system" which was dated April 20, 2017, PQ-2909 adopted the the resolution "Integrated development of the higher education system for 2017-2021" that gave us perfect opportunities or chances to flourish and to enhance the system of education which is of high education. [1] It is undeniably true that these kinds of great opportunities to make innovations during the teaching process of any spheres, such as foreign languages, medicine, political, engineering, social, economic and so on.

Furthermore, it should be stated that our honourable President held the online video-conference in order to consolidate education system maximally and effectively on the 30th of October, 2020. According to this online video-conference, a large number of crucial decrees, strategic duties as well as new innovative projects, educational matters that could be signed. It is the fact that such kinds of internal affairs are not just being accomplished. This is mainly because these efforts come in handy with surging country comprehensively (educational, social, political, medical, juridical, strategic) by promoting or inspiring further forthcoming teachers` points of view, besides, leading them to express unique ideas autonomously.

MAIN PART

In particular, today, at a time when Uzbekistan's relations with foreign countries are improving, it is demanded that every emerging specialist should master a foreign language perfectly. What is more, in the Bukhara, Kashkadarya, Samarkand and Khorezm regions of our Republic, departments for ensuring safe tourism have been established, and the composition of this department is being formed at the expense of qualified individual who can speak English. However, there is a shortage of person who can speak a foreign language, especially English, and express their opinion.

For this crucial reason, a high level of attention is paid to teaching foreign languages in military higher educational institutions, especially in the Academy of the Ministry of Internal Affairs, which contribute to the education of all law enforcement officers as mature personnel. In turn, the establishment of the Foreign Language Center at the Academy is one of the important reforms implemented in this regard.

It should be stated that according to the Decision of the President of the Republic of Uzbekistan dated November 29, 2017 "On measures to fundamentally improve the procedure for working with personnel of internal affairs bodies and organizing their services". In order to provide material incentives for knowledge of foreign languages and their usage in service activities, on January 14, 2018, the order of the Ministry of Internal Affairs was signed "On the procedure for taking an exam for employees of the internal affairs bodies of the Republic of Uzbekistan in foreign languages". This is a great incentive for young people who are serving in the internal affairs bodies and who are candidates for entering the service to learn different foreign languages.

According to experts, the teaching of a foreign language subject in military higher educational institutions and all institutions of internal affairs should be a means of forming the professional skills of cadets. This is mainly because, now it is no longer relevant to know the language in a traditional way, that is, to be limited only to tackling tests based upon grammatical rules, that is, people are required to be able to freely communicate with foreign partners and colleagues on topics related to their professional activities.

It should be admitted that most of time an overwhelming majority of linguists or teachers who teach many professional cadets have their own peculiar methods or new strategies to conduct the lessons. At that time not only teachers have to be responsible for teaching and learning processes but also students who are skillful or patient cadets attempt to catch everything on time. This is mainly because, teaching and learning processes are always connected with both teachers and students psychological conditions in a maximal manner. For this crucial reason, cognitive process or cognitive knowledge is highly productive to implement learning process in a proper manner, of course.

Due to the fact that, learning foreign languages creates conditions for formation of speech skills and competences in cadets, as well as for obtaining useful information using this language and conveying it to others. In this sense, the cadets enhance their level of knowledge and experience by reading the original literature in different foreign languages.

A number of scientific theoretical and scientific practical conferences held in recent years focused on solving the problems of foreign language teaching. Foreign language specialists are especially interested in the issues of peacekeepers' career orientation. Currently, the need to

form and improve the professional skills of cadets in the process of foreign language teaching is gaining special importance.

CONCLUSION

Taking everything into account, it can be concluded that learning different foreign languages is not a specialized subject in military higher education institutions, we think it is appropriate to arouse motivation through pedagogical influence in classroom training. The difficulties that arise during the training process can be explained by the complexity of the tasks, the lack of knowledge of the cadets in accordance with the requirements of the foreign language teaching program, the lack of information according to the content of the texts used in the lessons, and the lack of full consideration of the features of the language material.

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