

DEVELOPING THE PROFESSIONAL COMPETENCE OF CUSTOMS INSTITUTE CADETS

Qodirov Mirzaakram Sobirjonovich

*Head of the Psychological Training Development Center of the Customs
Institute under the Customs Committee, Doctor of Philosophy (PhD) in Psychology*

Abstract: *This article discusses the issues of development of professional competence of cadets of the customs institute.*

Key words: *customs, cadet, activity, professional competence, specialist, professional qualities.*

The clear definition and distribution of the duties and functions of customs authorities at all levels, as well as the strengthening of the coordinating role and methodological support of sectoral structures in organizing the effective operation of the central and regional bodies of the customs authorities [3], under modern conditions, give rise to fundamentally new requirements for the knowledge and practical skills of customs officers, as well as for the higher education system responsible for training specialists in the customs field.

The complex nature of the professional activities of customs officers depends on their professional competence, which includes in-depth knowledge of economic processes and customs legislation, skills and abilities in implementing forms of customs control, as well as the ability to anticipate the behavior of individuals who violate customs regulations [5].

“The personal qualities inherent in customs service officers—such as integrity, composure, self-criticism, and loyalty—are manifested in the traits that define their professional competence. Such qualities can be observed in the formation of an uncompromising attitude toward manifestations of corruption within the customs authorities system [2].

Today, customs authorities honorably fulfill important tasks such as protecting the economic interests of our country and collecting customs payments for the state budget. Moreover, driven by the need to safeguard the country’s economic security, one of the key requirements of the ongoing reforms in the customs sector is the training of highly qualified specialists for the customs service—personnel with high intellectual capacity, strong moral and ethical values, and a well-developed level of professional competence. At the same time, they must be devoted to enhancing the reputation and advancement of the customs service bodies [1].

In the process of globalization, the ability to withstand intense competition requires every customs officer to possess professional competence and to consistently enhance it.

The term competence is derived from the English word 'competence' and, in its lexical sense, directly denotes 'ability.' In terms of content, it serves to describe the effective application of theoretical knowledge in professional activity, a high level of professional qualification, mastery, and talent. The concept of 'competence' entered the field of education as a result of psychological research. Therefore, competence implies how a specialist behaves and interacts in non-traditional and unexpected situations, adopts new approaches in relations with counterparts, performs ambiguous tasks, utilizes information full of contradictions, and possesses an action plan in progressively developing and complex processes [4].

Professional competence is the acquisition by a specialist of the knowledge, skills, and abilities necessary to carry out professional activities, as well as the ability to apply them in practice at a high level.

Professional competence does not imply the mere acquisition of individual pieces of knowledge and skills by a specialist, but rather presupposes the mastery of integrative knowledge and actions across each independent domain [7].

From the perspective of the customs sector, the level of development of science and technology, along with the need to strengthen economic security, necessitates the formation of professional competence and ensures the thorough and in-depth development of knowledge, skills, and abilities based on modern educational technologies.

The teaching staff plans and organizes classes in various forms based on the specific nature of the specialty they represent, as well as the content and objectives of each lesson topic. Depending on their purpose, classes may include the delivery of new theoretical knowledge, reinforcement and revision of previously acquired knowledge, the formation and development of practical skills and competencies, as well as assessment and evaluation activities. Each of these types may be used separately or combined within a single lesson. For example, in a lecture, the instructor does not limit the session solely to presenting new educational material (new knowledge), but may also briefly review previous topics and reinforce the newly introduced material within the same lesson.

Regardless of the form in which a lesson is organized, its main objective is to provide trainees and cadets with the necessary knowledge, to form and develop skills and abilities, and to enhance the professional competence of customs officers with a broad worldview, in accordance with the requirements of training programs for highly qualified professional customs specialists.

The rational use of modern pedagogical technologies plays a crucial role in developing the professional competence of customs officers within the educational process. The responsibility of the teaching staff of the Customs Institute lies in forming and developing the self-improvement abilities of cadets and trainees. Therefore, within the customs education system, it is essential to expand

opportunities for conducting engaging and effective classes by efficiently employing modern pedagogical technologies to ensure the depth of content and the achievement of intended learning objectives.

In an era of advanced scientific and technological development in our country, alongside the continuous delivery of new information to trainees and cadets, Customs Institute instructors must competently utilize systems of professional skills and abilities in specialized training. To educate cadets and trainees with a high level of professional competence, instructors must possess comprehensive knowledge and skills. Moreover, every instructor should strive continuously for self-improvement, adopt a creative approach to teaching, and be capable of inspiring learners' interest in the discipline, thereby becoming a master of their field, a skilled educator, and a dedicated and committed professional.

When preparing for lessons, instructors consider how to present new material by employing various interactive methods and techniques. Therefore, it is appropriate to keep modern instructors informed about advanced pedagogical technologies that meet current educational standards for teaching and training cadets and trainees, as well as to familiarize them with the methods and technologies for implementing these approaches.

Developing the competence of Customs Institute trainees and cadets through an innovative approach to the educational process can be achieved by widely applying graphic organizers and interactive techniques such as the 'Wheel of Fortune,' 'Blitz Survey,' 'Cluster Analysis,' 'Decision Tree,' 'Résumé,' and 'KWL (Know–Want to Know–Learned),' as well as modern interactive pedagogical methods including 'Brainstorming,' 'Step-by-Step,' 'FSMU,' 'Interview,' and the '6×6×6' technique [6].

Using such interactive methods during lessons expands the information-exchange environment between instructors and learners. It enables trainees to freely express their opinions, develop logical reasoning, make sound decisions, and thoroughly master regulatory documents related to their profession and field. In turn, this approach fosters creativity among customs officers, providing a foundation for generating new ideas and projects and marking a significant step forward in professional innovation.

It is well known that, under current globalization conditions, production is developing at a very rapid pace. Similarly, the methods used by individuals involved in drug smuggling to transport various prohibited items across border posts are continuously evolving. To some extent, this should be reflected in the methods used in education for their detection. Therefore, it is essential for instructors and educators to continuously monitor advancements in science and technology, keep learners informed in an understandable manner, and engage in ongoing self-improvement to enhance their professional skills.

To this end, Customs Institute officer-instructors face the important and urgent responsibility of executing their duties, fostering innovative approaches to the educational process, and developing professional competence among trainees and cadets. The following recommendations and considerations are proposed in this regard:

Striving to acquire new knowledge that encourages the effective organization of one's professional activity;

Studying advanced experiences of scientific and technological progress related to one's field by using information and communication technologies;

Learning modern X-ray equipment and other technical tools required in customs control processes, as well as understanding the personal characteristics of trainees and cadets, the effective factors influencing them, and the relevant ethical and legal standards;

Achieving the educational and instructional objectives of one's subject, fostering innovation and pursuit of new results, enhancing the significance of one's professional activity, and promoting the overall cultural development of trainees and cadets;

Acquiring methods for collecting, storing, processing, and purposefully using information related to one's field, including skills in obtaining information from the Internet and entering data;

Teaching trainees and cadets to progressively improve the knowledge, skills, and abilities necessary for making well-grounded independent decisions in their professional activities;

Creating an effective system for the moral and ethical education, combat and physical training, legal culture, and legal awareness of cadets, while cultivating and developing high moral, ethical, and patriotic qualities in them [2].

Thus, in modern conditions, effectively addressing the challenge of staffing the customs service with qualified personnel primarily requires highly knowledgeable instructor-officers who are masters of their profession, capable of managing their subordinates under any circumstances, and able to educate and train them into loyal customs officers devoted to their homeland, military duty, and oath.

In this context, under the conditions of globalization, it is essential to implement a national model for personnel training that aims to educate fully developed customs officers who can consciously perceive educational processes, understand the responsibilities they bear to the state and society, and possess a strong sense of accountability. At the same time, this entails comprehensive reforms in the customs sector.

The professional competence of the teaching staff at the Customs Institute, their continuous skill development, acquisition of foreign languages, mastery of advanced international educational practices, and application of the latest

information and communication technologies in teaching are key factors in achieving these goals.

In conclusion, the rapid development and modernization of contemporary society, coupled with the fast-changing military-political situation and increasing threats in the field of economic security, highlight the importance of training personnel in the professional customs sector. Developing their intellectual potential and professional competence, and establishing a system for training highly qualified customs specialists who meet the highest moral and ethical standards and correspond to the level of advanced democratic states, plays a decisive role as a priority criterion in the modern customs education system.

REFERENCES:

1. O‘zbekiston Respublikasi Davlat bojxona xizmati organlari xodimlarining o‘dov-axloq qoidalari.

2. O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasi bojxona organlari kadrlarini tayyorlash tizimini tubdan takomillashtirish chora-tadbirlari to‘g‘risida” 2018-yil 2-noyabrdagi PQ-3995-son Qarori.

3. O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasi Davlat bojxona xizmati organlari faoliyatini tubdan takomillashtirish chora-tadbirlari to‘g‘risida” 2018-yil 12-apreldagi PF-5414-son Farmoni.

4. Drapeau Patti. Sparking student creativity (practical ways to promote innovative thinking and problem solving). – Alexandria – Virginia, USA: ASCD, 2014. –P.35-37.

5. Т.И.Белоусова. Аспекты формирования профессиональных компетенций при подготовке специалистов для таможенных органов. Таможенная политика России на дальнем востоке № 3(72)/2015. -С. 65-66.

6. <http://uz.denemetr.com/docs/768/index-340201-1.html>

7. <https://www.reference.com/business-finance/professional-competence-a3f8bc9f9f3d3511>