SCIENTIFIC AND METHODOLOGICAL CHANGES FROM SECTOR-SPECIFIC PERSONNEL TO PROFESSIONAL SPECIALISTS

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Abstract

The article analyzes the scientific and methodological reforms implemented at the Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan during 2025. The main goal of the research is to identify scientific and methodological changes in transforming basic sector-specific personnel into highly qualified professional specialists, to harmonize these changes with regulatory legal acts, and to develop practical recommendations. The study analyzes the decrees of the President of the Republic of Uzbekistan No. PP-270, No. PP-17, No. PP-253, No. PP-1, resolutions of the Cabinet of Ministers of the Republic of Uzbekistan No. VMQ-392, No. VMQ-374, No. VMQ-541 and resolutions of the Oliy Majlis. Additionally, the article incorporates international experience, scientific hypotheses of 10 renowned scholars, and expert opinions.

Keywords: sector-specific personnel, professional specialist, Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan, forensic expertise, cybersecurity, digital education, regulatory framework, methodological approach, innovative management, crime prevention.

Introduction

The Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan plays a crucial role in training personnel for internal affairs bodies that serve to ensure national security, prevent crime, and maintain social stability. Large-scale reforms implemented in our country in recent years, particularly in areas such as improving forensic activities, cybersecurity, the introduction of digital technologies, and optimizing the personnel selection system, have prompted a fundamental change in academic activities.

Normative legal acts adopted in 2025, including: decrees of the President of the Republic of Uzbekistan No. PP-270, No. PP-17, No. PP-253, No. PP-1, resolutions of the Cabinet of Ministers of the Republic of Uzbekistan No. VMQ-392, VMQ-374, VMQ-541, resolutions of the Senate of the Oliy Majlis of the Republic of Uzbekistan No. KQ-208-V and the Legislative Chamber of the Oliy Majlis No. 441-V, have enabled the improvement of all components of the Academy's activities from a scientific and methodological perspective. In particular, the process of transforming basic sector-specific personnel into professional specialists with practical skills requires scientific substantiation.

Purpose and objectives of the study

Goal:

To identify regulatory, legal, and methodological changes at the Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan for 2025, assess their impact on the educational

process, and develop recommendations for improvement in the process of transforming industry personnel into professional specialists.

Tasks:

1. Determine a new concept for the educational process based on regulatory legal acts of 2025;

2. Analyze methodological approaches for transitioning from training specialized personnel to training professional specialists;

3. Integrate new training modules on digital technologies, cybersecurity, forensic science, and crime prevention;

4. Study international experience and the scientific views of leading scholars;

5. Develop practical recommendations and implement them at the Academy.

Methodology

In the study, we used the following scientific methods:

• Systems analysis: Examining the interrelation of regulatory legal acts and their impact on the educational process;

• Content analysis: Studying the content, goals, and priorities of decisions;

• Comparative analysis: Comparison with the Academies of the Ministry of Internal Affairs in Russia, Kazakhstan, and South Korea;

• Expert survey: Summarizing the opinions of the Academy's faculty, students, and practicing professionals;

• Statistical analysis: Evaluating indicators of the educational process effectiveness over the past 5 years;

• Integrative approach: Harmonizing scientific hypotheses, regulatory frameworks, and international experience.

Results and analysis

1. Forensic and scientific laboratories

Based on the Decree of the President of the Republic of Uzbekistan No. PP-270, forensic activities have been further improved. 3D reconstruction, DNA analysis modules, and digital laboratories have been implemented. According to Professor A. A. Juraev, integrating digital technologies into the educational process enhances the practical skills of personnel and improves the effectiveness of crime detection. Additionally, the deepening of forensic science studies and the increase in laboratory classes have become key elements in the process of transforming ordinary personnel into professional specialists.

2. Cybersecurity and digital transformation 3D reconstruction, DNA analysis modules, and digital laboratories have been implemented. According to Professor A. A. Juraev, the integration of digital technologies into the educational process increases the practical skills of personnel and enhances the effectiveness of crime detection.

By Presidential Decree No. PP-17 of the Republic of Uzbekistan, a system for training professional personnel in the field of combating cybercrime has been introduced at the Academy of the Ministry of Internal Affairs. Professor S. M. Matkarimov notes that "in training cybersecurity specialists, real simulation exercises are necessary alongside theoretical knowledge." In this regard,

A CyberLab laboratory has been established at the Academy of the Ministry of Internal Affairs starting from 2025. Professor S. M. Matkarimov notes that "in the training of a

cybersecurity specialist, along with theoretical knowledge, real simulation training is also necessary."

A CyberLab laboratory has been established at the Academy of the Ministry of Internal Affairs since 2025.

The introduction of digital technologies into the educational process is considered a strategic priority in the training of personnel at a professional level.

3. Crime Prevention System

Resolutions of the President of the Republic of Uzbekistan No. PP-1 and PP-253 are aimed at improving the system of early crime prevention at the Academy of the Ministry of Internal Affairs. According to Academician B. R. Turaev, for effective crime prevention, it is necessary to train officers in sociological and psychological thinking. Therefore, the mahalla security model was introduced into the educational process. This is an important part of the process of transforming ordinary personnel into knowledgeable specialists in systematic and professional prevention.

4. Personnel Selection and Recruitment System

Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan No. PP-392 and No. 374 have digitalized the personnel selection system, reduced the influence of the human factor, and strengthened the principle of meritocracy. Professor L. A. Nishanova notes that "a fair selection system determines the quality of personnel." Thus, a contingent of officers with intellectual potential is being formed at the Academy, which plays an important role in the process of training professional specialists.

5. Master's degree and scientific training

Resolution No. 541 of the Cabinet of Ministers of the Republic of Uzbekistan and Resolution No. 441-V of the Legislative Chamber of the Oliy Majlis developed the magistracy system. Management psychology, innovation management, and legal marketing have been introduced into the master's program. According to Academician V. G. Sultanov, "a master who has not studied the human factor in public administration cannot be a professional." Thus, the scientific and methodological base for training professional specialists has been strengthened.

6. Research activities and international experience

The number of scientific projects at the Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan increased by 3.2 times in 2020-2025. As Professor D. N. Abdullaev noted, "if education and science do not unite, professional personnel will not be formed." At the same time, digital educational modules, simulation classes, and innovative laboratories were implemented in cooperation with the academies of Germany, Russia, and Korea. As the scientist P. H. Yun noted, "A modern police officer is an information analyst, communicator, and preventive specialist."

Discussion

Based on the results of the analysis, a number of important issues arise that need to be scientifically evaluated. First of all, the integration of digital transformation and artificial intelligence into the educational process is a pressing requirement of today's law enforcement system. In particular, the application of AI, big data analytics, 3D modeling, and virtual laboratories is being studied in the fields of criminology, forensics, and investigation (for example, the article emphasizes "Forensic training-bridging the gap").

On the other hand, the need for robust education in the field of cybercrime and information security is noted as a problem in international research. For example, in the article "Police Cybercrime Training: Perceptions, Pedagogy, and Policy," law enforcement specialists indicated that educational methods, the pedagogical environment within the organization, and the structure of the organization negatively affect cyber training.

As a result of the research, it became known that there are opinions of several important scientists and researchers on the development of the integration of education and practice in educational literature. In this regard, 10 scientists who have achieved high scientific results in the field and their main hypotheses are also presented:

1. David L. Weisburd - put forward the idea that crime depends on "place" (crime & place); he emphasizes the need to prepare practical laboratories and "hot-spot policing" schools in the education system based on place (place-based).

2. Denise Gottfredson - conducted research on crime reduction through early prevention and education; she focuses on improving social and psychological competencies in the education system.

3. Thomas Grisso - emphasizes the importance of forensic examination and legal psychology in educational areas; He advocates for the deepening of forensic science in the context of academia.

4. Pavel Švábenský and his team - showed the need to apply adaptive learning methods in cybersecurity education.

5. Charles E. Wilson - "Cybersecurity Education: The Emergence of an Accredited Academic Discipline?" put forward the need to transform cyber education into an independent academic field.

6. Rasha Kashef and her team - emphasizes the need to improve educational practices by eliminating the gap between academy and industry.

7. Ilkka Ojanperä - cooperation between legal education and forensic societies - promotes the principle of developing integration with the prosecutor's office and police in educational institutions.

8. Grażyna Kędzierska - at the Polish Police Academy, having studied the experience of introducing forensic techniques into education since the 1990s, published scientific articles on improving aspects.

9. Sabrina Lallie and her team - demonstrated the speed of strengthening the education system by studying the security of digital attacks and information space in a higher education institution.

10. Z. P. (Zlatan P) and his team studied how to increase the effectiveness of the educational process by implementing an individual training model (self-prescribed) at the police academy.

The hypotheses and experience of these scientists can be applied in the context of the Academy in such areas as: field-based practical laboratories, cyber-education, an adaptive education system, neighborhood security and proactive prevention, forensic education, and improving the quality of education through international cooperation.

By applying these philosophies and approaches in the educational process of the Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan, it is possible to enrich education not only with theoretical knowledge, but also with practical competence, analysis, digital and

innovative training. For example, Weisburd's location-based training model, Gottfredson's early prevention phase, Grissönun's forensics approach, Švábenský's adaptive learning approach, and Wilson's independent academy direction ideas can be combined in the Academy's new education model.

It should also be noted that the educational process should not be limited to teaching, but also include research, practice, laboratory work, international cooperation, and the exchange of experience with specialists. In this regard, the regulatory legal acts analyzed in the article strengthen the principles of modern educational infrastructure, digital ideology, prevention, and expert training.

Conclusion

The results of the analysis showed that the process of transforming ordinary specialized personnel into professional specialists is based on the following scientific and methodological directions:

1. Digital transformation - the introduction of digital technologies in all disciplines;
2. Competency-based approach - curricula based on practical skills;
3. Meritocracy and fair selection - improving the quality of personnel;
4. Increasing scientific potential - harmonization of scientific projects with practice;
5. International cooperation - integration with leading foreign academies;
6. Effectiveness of prevention - strengthening the system of early detection and prevention of crime;
7. Innovation management - block-module system, credit-module assessment, mentoring institute;
8. Forensic and practical laboratories - providing personnel with real experience;
9. Cybersecurity and information analysis - training of a modern professional specialist;
10. Scientific and methodological integration - increasing the potential of professional personnel by combining science and practice.

As a result, the new concept of the educational process of the Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan makes it possible to transform ordinary personnel into professional, knowledgeable, and competent specialists

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