



IMPROVING THE RAPID RESPONSE SKILLS OF ACADEMY OF INTERNAL AFFAIRS CADETS IN EMERGENCY SITUATIONS

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Annotation: This article discusses the improvement of quick decision-making skills among cadets of the Academy of Internal Affairs in emergency situations. It emphasizes that stress, time constraints, and responsibility directly affect cadets' psychological stability and professional readiness. The paper analyzes the psychological and pedagogical foundations of decision-making skills development through training sessions, modeled scenarios, and practical exercises. The proposed approaches enhance analytical thinking, reaction speed, and the ability to act effectively under pressure.

Keywords: quick decision-making, cadet, psychological readiness, emergency situation, pedagogical approach.

In the modern era, skills such as emergency preparedness, rapid decision-making, and responsible action are becoming critically important in all spheres of public life, particularly within the internal affairs system. This is because the increasing prevalence of various natural, man-made, and social threats today demands speed, precision, and professional training in the processes of their prevention and mitigation. Cadets of the Academy of Internal Affairs are the future personnel who will operate under such conditions, making the formation and development of their decision-making skills a key priority of the educational process. Making the right decision in emergencies demonstrates not only professional competence but also an individual's psychological readiness, willpower, and stability. Therefore, in the courses, practical sessions, and psychological training conducted at the Academy of Internal Affairs, a significant emphasis is placed on developing cadets' speed of thought, analytical potential, ability to overcome stress, and skills in making responsible decisions. To organize this process effectively, modern pedagogical technologies, simulated training scenarios, and interactive methods are widely employed.

Furthermore, it is essential to deeply study the psychological foundations of rapid decision-making in emergency situations, taking into account the individual characteristics of each cadet. In such cases, a person's emotional state, stress level, and ability to think clearly under time pressure are of decisive importance. Therefore, the effectiveness of decision-making can be enhanced by harmoniously developing psychological stability, analytical thinking, and volitional qualities in employees of the internal affairs system. This article specifically analyzes such issues - the methods for developing cadets' rapid decision-making skills, the psychological and pedagogical foundations of this process, and the ways to achieve effectiveness through training and practical exercises[1]. The research results indicate that the process of teaching decision-making to cadets of the Academy of Internal Affairs should not be limited to theoretical knowledge but must be cultivated through practical experience in conditions that closely resemble real life. Only then will future officers be formed not just as

specialists prepared for emergencies, but also as responsible, independently-thinking, and decisive professionals.

Training cadets of the Academy of Internal Affairs to make prompt and correct decisions in emergency situations is the most crucial component of the modern professional training system. This is because the activities of internal affairs officers are directly linked to human life, public safety, and state interests, and in such a field, every decision must be timely, well-founded, and responsible. For this reason, in the process of training cadets, special attention is paid not only to imparting theoretical knowledge but also to developing practical skills, the ability to act correctly in real-life situations, and the capacity to think objectively under emotional pressure[2].

The distinctive characteristic of rapid decision-making in emergency situations is that time is limited, information is insufficient, and conditions are highly volatile. In such circumstances, a person's intellectual capacity, mental preparedness, intuition, and willpower play a crucial role. Therefore, the teaching methodology within the internal affairs system must be directed at developing these very aspects in cadets. Psychological training, role-playing games, and exercises based on simulated situations are among the most effective tools in this regard. Such approaches allow cadets to apply theoretical knowledge in practice, make sound decisions in uncertain situations, and maintain team cohesion. Training sessions require cadets to demonstrate quickness, analytical thinking, the ability to evaluate alternative options, and to select the most optimal solution. As a result, they develop a readiness for real-life stressful situations, as well as the skills to maintain emotional balance and manage the situation.

Special subjects taught at the Academy of Internal Affairs, such as "Psychology," "Behavior in Emergency Situations," "Professional Ethics," and "Theory of Rapid Decision-Making," serve to develop necessary competencies in cadets. Through these disciplines, cadets acquire skills like understanding human psychology, exercising self-control in hazardous conditions, engaging in team communication, and making responsible decisions. Furthermore, the introduction of artificial intelligence technologies into the modern educational process is also helping to make the cadets' learning process more effective. With the help of virtual training programs, simulation exercises, and interactive platforms, cadets have the opportunity to train in conditions that closely resemble real situations. This, in turn, enhances the speed, accuracy, and consistency of their decision-making[3].

From a psychological perspective, a person's stress resistance, willpower, and emotional control are crucial for making decisions in emergency situations. Therefore, it is essential to develop emotional intelligence in cadets, fostering their ability to understand and manage their own emotions, as well as to comprehend the state of others. These aspects play a significant role not only in the decision-making process but also in teamwork and the demonstration of leadership qualities. The role of the instructor's personality is also invaluable. Instructors influence cadets not only as a source of knowledge but also as exemplary individuals. Their dedication, discipline, determination, and integrity serve as a positive model for cadets. For this reason, a person-centered approach, methods that enhance motivation, and the creation of a trusting environment are vital in pedagogical activities. Research findings indicate that to develop cadets' decision-making skills, it is necessary to systematically organize the educational process, ensure a balance between theoretical and practical training, and expand

the use of an individualized approach. When the psychological state, learning style, and reaction speed of each cadet are taken into account, training effectiveness will be high[4].

Furthermore, developing communicative competence in cadets is also important. In emergencies, team cohesion, rapid communication, and reliable information exchange often play a decisive role. Therefore, teaching cadets the culture of communication, verbal management, collective decision-making, and leadership qualities is also one of the pressing issues. According to the experience of the Academy of Internal Affairs, decision-making skills are formed not only during the educational process but also during practical training. Involving cadets in professional internships expands their opportunity to observe and analyze real-life situations. Moreover, working directly with their mentors, feeling a sense of responsibility, and learning to think quickly during their internship prepares them to become professionally mature personnel. Reflection also plays a vital part in the educational process. After each session, cadets analyze their decisions, identify their mistakes, and determine ways for improvement. Through this process, the skills of self-assessment, self-improvement, and independent thinking are strengthened[5].

Developing decision-making skills in cadets of the Academy of Internal Affairs requires a comprehensive approach. When psychological preparation, pedagogical methods, practical exercises, technological tools, and the influence of the instructor's personality work as an integrated system, cadets form the necessary skills and competencies. As a result, they develop into mature specialists capable of making correct, swift, and responsible decisions not only in their professional activities but also in any complex life situation[6].

In conclusion, a strategic direction of the modern education system is the formation of the ability among cadets of the Academy of Internal Affairs to make prompt and rational decisions in emergency situations. This process requires a harmony of not only theoretical knowledge but also practical training, psychological preparation, and technological approaches. Research findings indicate that in preparing cadets for real-life situations, simulated exercises, role-playing games, reflexive analysis, and artificial intelligence-based simulations yield effective results. Furthermore, the leading role of the instructor's personality, their professional expertise, and personal qualities are important factors in fostering responsibility, determination, and emotional stability in cadets. Developing communicative competence and establishing teamwork during the educational process also improves the quality of decision-making. Overall, a model for preparing cadets for emergencies based on a comprehensive approach ensures their professional maturity, quick thinking, and capacity for responsible decision-making. This, in turn, is crucial for training qualified, patriotic, and psychologically resilient personnel for the internal affairs system.

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