



## INNOVATIVE EDUCATIONAL TECHNOLOGIES AND DIGITAL MONITORING IN THE TRAINING OF MIGRATION AND CIVIL REGISTRATION PERSONNEL

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**Abstract.** The article analyzes the organizational and legal foundations and systemic management mechanisms for training highly qualified personnel for internal affairs bodies, particularly in the fields of migration and citizenship registration, through the prism of foreign experience. The study proposes scientific and practical proposals for digitalizing the educational process based on educational management principles, implementing a multi-stage candidate selection system, and improving the monitoring system linking personnel qualifications with practical results.

**Key words:** migration and citizenship registration, education management, systematic approach, continuous educational and career process, innovative pedagogical technologies, digital monitoring, foreign experience, human resource potential.

In recent years, globalization, integration, and demographic changes observed on a global scale and in our country have led to an intensification of population migration processes. This poses entirely new and complex tasks for the internal affairs bodies, particularly in the field of migration and citizenship registration.

Today, it is necessary to consistently continue reforms in order to establish peace and tranquility and more effectively ensure public safety. Under these conditions, the training of highly capable, knowledgeable, responsible, and competitive personnel for this field has become more urgent than ever. This process requires the proper organization of education, the implementation of modern educational management principles, and the systematic management of the educational process. Establishing a system of continuous educational and career processes in the internal affairs bodies is an important guarantee for the development of the sector.

The process of training specialists for internal affairs bodies in the Republic of Uzbekistan, particularly in the field of migration and citizenship registration, has its own solid organizational and legal foundations. From an educational management perspective, it is impossible to systematically manage the educational process without these foundations. In this regard, it is advisable, first and foremost, to refer to the important regulatory legal acts in this field. The basic document regulating the activities of internal affairs bodies in our country is the Law of the Republic of Uzbekistan "On Internal Affairs Bodies" dated September 16, 2016, No. ZRU-407. This law establishes general criteria for the training, retraining, and professional development of personnel [1].

In order to introduce a fundamentally new system for training specialists for internal affairs bodies, Resolution of the President of the Republic of Uzbekistan No. PP-5076 dated April 15, 2021, "On measures to introduce a qualitatively new system for training professional personnel for internal affairs bodies," was adopted. By this document, the Institute for Advanced Training of the Ministry of Internal Affairs was granted the status of a legal entity,

and specific organizational mechanisms for the retraining and professional development of employees were established [3]. Also, Decree of the President of the Republic of Uzbekistan No. UP-6196 dated March 26, 2021, "On measures to raise the activities of internal affairs bodies in the field of ensuring public safety and combating crime to a qualitatively new level," approved strategic directions for increasing the responsibility and professional potential of personnel [2].

Analyzing the personnel training system for internal affairs bodies in his scientific works, researcher A.A. Amanov emphasizes that the system of continuous educational and career process implemented on the basis of the aforementioned resolutions is of great importance in ensuring the professional growth of employees depending on their qualifications [4]. Furthermore, according to researcher I.B. Akhmedov, strengthening the role of educational institutions in training mature specialists for the internal affairs system and increasing the intellectual potential of personnel, as well as organizing distance and mobile courses, is a primary requirement of today [5]. In our opinion, these approaches of the scientists are very appropriate, from which it can be concluded that the organizational and legal framework created for specialists in the field of migration and citizenship registration is not just a set of theoretical rules, but a systematic management mechanism that directly links the career advancement of personnel with the results of education. Consequently, from the perspective of educational management, such continuity in legislation serves as the primary reference point for planning and managing the educational process.

A systematic approach plays an invaluable role in the practical implementation of the organizational and legal framework. In this regard, the scientific views of scholars I.A. Kalinichenko, O.V. Ziborov, and S.O. Kharlamov on current areas of personnel training for migration units deserve attention. According to the authors, the profiling of educational organizations in training specialists in the field of migration, i.e., their specialization and functioning as educational and scientific centers, allows for the full adaptation of the educational process to the specific characteristics of a specific field [8]. In our view, this approach will also yield high results in the context of Uzbekistan. The development of separate specialized curricula in the field of migration and citizenship registration at the professional development institute should become an integral part of systemic management. Thus, the educational process is not limited to providing general legal knowledge, but is directly aimed at solving the daily practical problems of the migration service.

Another important aspect of the systems approach is related to the internal structure of the educational process. In her scientific research, scholar T.A. Samoylova proposes applying a system-activity approach to developing a model for training personnel in migration departments. According to his scientific views, such an approach transforms the student from a mere object receiving knowledge into an active subject of the process of cognition and professional development, forming in them value-spiritual competencies [7]. Analyzing these opinions, it can be said that the systemic-activity approach develops in specialists not only skills for the precise application of legislation but also the ability to make prompt decisions in problematic situations. It follows that the combination of the organizational and legal framework and the systematic approach in training specialists in the field of migration serves as a fundamental basis for managing the educational process. Without this foundation, other elements of educational management and pedagogical processes will not yield the expected results.



One of the most important stages in the systematic management of the training process for specialists in the field of migration and citizenship registration is the correct selection of trainees and the planning of the educational process based on modern requirements. In this regard, studying the advanced experience of developed foreign countries and harmonizing it with the tasks of personnel training defined in our national legislation is the main direction of educational management.

According to scientific analysis, in countries such as the USA, Great Britain, Germany, and Japan, the selection of candidates and the planning of the educational process are based on unique, highly effective mechanisms. Specifically, the selection of candidates for the UK police consists of a three-stage system, where, first and foremost, the candidate's logical thinking, psychological stability, and ability to conduct themselves in various complex situations are subjected to rigorous testing through interactive role-playing games. At the same time, candidates are required to be fluent in English and be able to write correctly; however, there are no strict restrictions on their height or initial formal education level [6].

In our opinion, such a multi-stage and interactive selection system should be widely and systematically used in the selection of migration specialists in our country. It follows that in the process of selecting candidates, the first and most important step in educational management should be the introduction of a system for assessing not only the level of memorization of legal knowledge or physical indicators, but also the ability to make correct and prompt decisions in stressful situations and the ability to establish intercultural communication with various categories of citizens, including foreigners visiting our country. This, in turn, will help prevent potential corruption cases and rudeness in the future.

Furthermore, Germany pays great attention to the digitalization of the candidate selection process. For example, candidates can take initial psychological tests online from their homes, and they will be able to track their current position in the recruitment ranking through the special "Jobmatcher" program. To save time and paper, all data exchange processes have been fully digitized [6].

In our view, today, when digitalization and information technologies are rapidly penetrating all spheres, it is advisable to implement such electronic platforms in our practice to ensure transparency, speed, and objectivity in the selection of trainees. The implementation of this modern system will significantly reduce the influence of the human factor in planning the educational process, prevent excessive bureaucracy, and serve to select only the most suitable candidates with high intellectual potential.

When discussing the management of educational process planning, it is appropriate to refer to the scientific views of G. Eshimbetov regarding the experience of Japan. The author writes that in Japan, during the recruitment process, a candidate's human qualities and dedication to the field are valued more than their specialized knowledge, and experienced mentors are assigned to young specialists hired not only to monitor and evaluate them but also to help them adapt more quickly to the new working environment, and the educational process is planned based on this [6].

By deeply analyzing these scientific ideas, it can be concluded that since the field of migration and citizenship registration is directly related to the fate of people, their rights and freedoms, planning special training modules that develop empathy, humanism, and a high culture of communication among students should become one of the priority areas of



educational management. Targeted planning of the mentor-apprentice tradition as an integral part of the educational process and career management accelerates the professional adaptation of young personnel.

The experience of foreign countries in planning the content of the educational process also deserves special attention. According to the scientific views of research scientists A.A. Rozhkov and E.G. Belyayeva, the role of educational and scientific complexes in managing the personnel training system is increasing, and the activities of these structures should primarily be transferred to project management. They emphasize the need not only to plan general theoretical classes in educational institutions but also to regularly monitor problems arising in local practice and to develop targeted curricula and methodological manuals aimed at solving these problems.

In our opinion, when planning the educational process, it is necessary to completely abandon traditional models and establish a project-based learning system based on the orders of practical institutions and an analysis of the real situation on the ground. Thus, the comprehensive inclusion of modern disciplines such as the detection of forged documents, migration information security, proficiency in foreign languages, and conflict management in the planning of the educational process for migration workers is the most important guarantee of training highly qualified specialists in the context of today's global challenges.

Management of practice-oriented innovative technologies and intercultural communication in the educational process is the most important link in the training of migration workers. In this regard, the Decree of the President of the Republic of Uzbekistan No. PP-5076 dated April 15, 2021, "On measures to introduce a qualitatively new system for training professional personnel for internal affairs bodies," defines the task of introducing the most modern pedagogical and information technologies into the educational process [3].

According to scientific researchers I.A. Kalinichenko, O.V. Ziborov, and S.O. Kharlamov, the main factor in improving the quality of education is the testing of innovative educational technologies and methodologies, in particular, ensuring the practical orientation of the educational process. The authors propose using training grounds in the form of a "Typical Multifunctional Migration Center" for training migration personnel [8]. In our view, the presence of simulated workplaces at such landfills forms real professional skills in trainees regarding the provision of public services, the implementation of control and inspection activities, and the adoption of prompt decisions. Consequently, this approach serves as an innovative management mechanism that ensures the continuity of theoretical knowledge with practice.

The issue of managing intercultural communication is of particular importance in the field of migration, as employees interact daily with representatives of different cultures. Research emphasizes the need to apply humanitarian-anthropological and hermeneutic approaches to form intercultural communicative competence in future migration workers [7]. This approach implies that the employee not only knows foreign languages but also understands the values and behavior of representatives of other cultures. Such systematic training allows for the proper management of "human-to-human" relations within the migration service. It follows that an employee's acceptance of cultural diversity and the establishment of constructive communication are of fundamental importance in shaping the humanitarian image of the field.



As noted in the research of researcher G. Eshimbetov, dedicated to the analysis of foreign experience, psychological trainings and role-playing games are widely used in managing intercultural communication in countries such as the USA and the UK. Interactive exercises involving specially trained actors, especially in the UK experience, are the most effective way to test an employee's communication skills [6]. In the system of internal affairs bodies of Uzbekistan, taking into account the ethnic and religious characteristics of regions with a high migration flow, it is necessary to expand the modules for training trainees to work with representatives of various confessions. This, in turn, serves to mitigate potential conflict situations with foreign citizens and strengthen the international image of the state.

Regarding project management and the application of digital technologies, A.A. Rozhkov and E.G. Belyayeva emphasize the need to transition to a "project-based learning" system in educational institutions. In their opinion, the activities of educational complexes should develop projects aimed at solving specific problems encountered in practice [9]. Teaching skills in artificial intelligence, combating disinformation, and working with electronic information systems for the migration sector through distance learning technologies is an urgent requirement of today.

The system of continuous professional development of personnel is an integral part of educational management in internal affairs bodies and requires effective mechanisms for assessing and monitoring the quality of education. Resolution of the President of the Republic of Uzbekistan No. PP-5076 dated April 15, 2021, "On measures to introduce a qualitatively new system of training professional personnel for internal affairs bodies," established a system of continuous educational and career processes in the field. Within the framework of this system, the appointment of employees to positions and the receipt of subsequent special ranks were directly linked to the results of their completion of retraining and professional development courses. In our view, such an approach allows for the introduction of objective and measurable indicators in assessing the professional development of personnel; consequently, the results of education will become the primary tool for monitoring career advancement.

As researcher A.A. Amanov noted in his scientific works, to ensure quality in the continuous education process, it is important to constantly monitor a new system that ensures the professional growth of employees depending on their qualifications. In his opinion, increasing the scientific and pedagogical potential of the teaching staff in this process serves as an internal criterion for assessing the quality of education. In our view, the analysis of the relationship between the potential of the educational institution and the effectiveness of the trainees' services should form the basis of monitoring mechanisms. It follows that the quality of education should be measured not only by grades in classrooms but also by positive changes in the employee's practical activities.

According to the analysis of foreign experience by researcher G. Eshimbetov, "internal audit bodies" and electronic rating systems are widely used to assess the quality of education in countries such as the USA and Germany. In particular, the "Jobmatcher" program, based on German experience, allows for real-time monitoring of the development dynamics of candidates and employees. In our opinion, the creation of digital monitoring platforms for personnel development in the context of Uzbekistan will also increase the transparency of education management. Thus, digital technologies are an important mechanism that reduces the impact of the human factor on the quality of education.



According to the views of scientists A.A. Rozhkov and E.G. Belyayeva, "feedback" from practice bodies plays an important role in monitoring the quality of education. They propose the introduction of "professional adaptation programs" that track graduates during their first years of service. In our opinion, the most effective method of monitoring is the study of the service activities of migration workers directly on the ground and the use of typical mistakes made to correct the curricula. From this, it can be concluded that continuous professional development and monitoring of education quality are complementary processes, and their harmony is the main guarantee of increasing intellectual and professional potential in the internal affairs bodies.

Mechanisms for the continuous professional development of personnel in internal affairs bodies, as well as the assessment and monitoring of education quality, are the final and most important stage of strategic management of the system. This process serves to constantly increase the intellectual and professional potential of industry workers, as well as to ensure that the knowledge provided complies with practical requirements. Continuous education is a systemic management tool that allows not only for the transfer of knowledge but also for the diagnosis and development of an employee's professional competencies throughout their entire professional career.

The "result-oriented monitoring" system should be noted as the most effective mechanism for assessing the quality of education. Within the framework of this mechanism, the quality of education is assessed not by the employee's grades received during the training process, but by their real performance indicators in practical service, including decision-making speed in complex situations and the culture of communication with citizens. In our view, the establishment of a "feedback" system between the educational institution and practice units ensures the objectivity of the monitoring process. Thus, the immediate inclusion of systemic shortcomings identified in practice into curricula as innovative changes is a key factor in increasing the flexibility of educational management.

Digital technologies are opening up new opportunities for monitoring personnel development. The implementation of digital solutions, such as electronic rating platforms and employee "professional development passports," allows for real-time monitoring of each specialist's growth dynamics. In our view, such a transparent system will reduce the human factor in the selection and placement of personnel and create a healthy competitive environment. It follows that digitalized mechanisms for monitoring the quality of education serve as an important guarantee for strengthening the principles of justice and professionalism within the system.

In conclusion, the process of training specialists in the field of migration and citizenship registration should not be limited solely to the organizational and legal framework and innovative technologies. The continuity of professional development and regular monitoring of educational quality ensure the stability of the system in a coordinated manner. In our opinion, the constant assessment of the spiritual and moral consciousness and intellectual thinking of employees serves to achieve strategic goals in ensuring public safety. Thus, improving modern and objective mechanisms for assessing the quality of education is the key to forming a modern corps of highly qualified personnel in the internal affairs system who serve the interests of the people with loyalty.



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