

## **Effectiveness of the Organization of Raising the Qualifications of Prosecutors by Distance and Mixed Forms**

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### **Abstract**

*The article highlights the effectiveness of the introduction of distance and mixed learning technologies, a credit-modular system in the process of professional development of prosecutors. At the same time, special attention is paid to the implementation of distance and mixed professional development in formal, non-formal, informal forms of training.*

**Key-words:** Distance and Mixed Skills Development, Professional Needs, Formal, Non-formal and Informal Education, Individual Learning Trajectory, Efficiency.

### **1. Introduction**

In the 21st century, education on a global scale has been recognized as a key factor in ensuring sustainable development and is included in the international concept of education defined until 2030 «... creating the opportunity to receive a quality education throughout life» was identified as an urgent task [1; p.48.]. This expanded the possibilities of organizing «... continuous professional development in the course of professional activity» due to the widespread introduction of distance and mixed learning technologies in the process of professional development of prosecutors.

Z.L.Berge, J.S.Daniel, Dmitry A. Shtykhno, Larisa V. Konstantinova, Nikolay N. Gagiev, Grunt, E.V., Belyaeva, E.A., & Lissitsa, S., Moiseeva M.V., Polat E.S., Bukharkina M.Yu., Nezhurina M.I., Weindorf-Sysoeva M.E. [3, 4, 5, 6, 7, 11, 12] and other specialists conducted research on the theoretical and practical aspects of the introduction of distance and mixed forms of education in the world. In these studies, there are a number of scientific conclusions on distance and mixed education, but in the course of the study, we decided to consider the problems of introducing

distance and mixed forms of education in the process of improving the skills of prosecutors at the Academy of the Prosecutor General's Office of the Republic of Uzbekistan.

In the Republic of Uzbekistan, in 2018, the procedure for professional development of employees of the prosecutor's office is established at least once every three years, and the total amount of training programs will be 144 hours [2]. It can be seen from this that if employees of the prosecutor's office can work for an average of 35-40 years during their entire professional activity, then each employee will be able to pass qualification courses only 11-13 times during their professional activity. But today, no matter how well the advanced training courses conducted with such frequency are organized, the issue of ensuring that the knowledge and skills of each employee correspond to the time remains problematic. This problematic issue has shown the need to revise the existing forms of professional development, existing training models, as a result of the widespread growth of coronavirus infection worldwide (COVID-19) in 2020-2021, the transition to the extensive use of distance and mixed learning technologies in the process of professional development [6, 7, 10].

This, in turn, led to the need to develop distance learning models aimed at reducing the frequency of professional development, expanding coverage, ensuring the availability of training programs and forms of professional development, ensuring continuous professional development throughout professional activity.

## **2. Material and Methods**

The author of the article conducted a study on reducing the frequency of professional development through the introduction of distance and mixed forms of training in the process of professional development of employees of the prosecutor's office, forms of professional development and ensuring the availability of training programs, developing solutions to problems such as continuous professional development [8, 9].

In the course of the study, the goals and objectives of introducing distance and blended learning into the process of improving the qualifications of prosecutors (in subsequent places - listeners) were determined.

In particular, the purpose of distance and mixed qualifications is to convey to the audience the essence of news in the legislation that is not separated or partially separated from the main place of work during professional activity, to teach advanced achievements of prosecutorial and investigative activities, to improve the professional skills necessary for the activity, as well as to formulate skills to

eliminate systemic problems and eliminate shortcomings. The tasks of distance and mixed professional development were formulated as follows:

- Introduction of distance and mixed qualification forms based on a credit-modular system in compliance with the established frequency (once every three years) and the size of the training load (144 hours);
- Organization of «continuous professional development in the process of professional activity» by introducing digital technologies and modern information and communication technologies into the educational process and ensuring mutual integration of the educational process with practice;
- To create an opportunity for continuous improvement of professional skills and collecting the results of individual educational activities by independently selecting training modules and forms of professional development based on the professional needs of the audience;
- To create an opportunity for the audience to demonstrate and promote their knowledge, skills and achievements in this field, as well as to assist their experience and encourage their activities;
- To improve the quality of training and create an opportunity for the audience to independently choose teachers within the modules in order to formulate competition between teachers.

The researcher also clarified the definition of distance and mixed forms of professional development as follows:

Distance learning courses – are courses conducted in a digital learning environment based on distance learning in real time in synchronous mode and self-development of electronic learning resources in asynchronous mode, without leaving the main place of work of listeners;

Mixed training courses – the main part of the audience courses based on the mutual integration of distance and traditional forms of professional development, with partial separation from the workplace; contact-session classes are directions, coordination classes, where listeners take mixed training courses organized at the Academy of the Prosecutor General’s Office, partially separated from their main place of work.

In accordance with the definitions of these goals and objectives, as well as the forms of professional development, a model of organizing professional development of employees of the prosecutor’s office in distance and mixed forms has been developed. In particular, distance and mixed qualifications were introduced on the basis of a credit-modular system in compliance with the established frequency (at least once every three years) and the size of the training load (144 hours).

On the basis of this system, it is envisaged that listeners will regularly master the training modules and accumulate a training load of 144 hours ( $36+36+36+36=144$ ) for three years. At the same time, 36 academic hours of the academic load will be equal to 1 credit (36 hours, 25 percent of the total academic load). Then the listener will need to collect at least 4 credits over three years to accumulate a 144-hour academic load (100 percent of the total academic load).

On the basis of these concessional conditions, distance and mixed qualifications are arranged in the following order in the form of full-time and short-term courses in which the audience is absent or partially separated from the main place of work. («а», «б», «в» points are formal, «г» point is non-formal, «д» point is informal qualification).

#### **a) Distance Learning Courses**

36-hour distance learning courses in the form of «1 + 0» (25% of the total workload);

72-hour distance courses in the form of «2 + 0» (50% of the total workload);

108-hour distance courses in the form of «3 + 0» (75% of the total workload);

144-hour distance courses in the form of «4 + 0» (100% of the total workload).

#### **b) Mixed Training Courses**

36 hours of distance learning «1 + 1» (25% of the total load), 36 hours (25% of the total load) of training at the Academy;

72 hours (2% of the total load) in the form of distance learning «2 + 1», 36 hours (25% of the total load) of training at the Academy;

72 hours in the form of «2 + 2» (50% of the total load) distance learning, 72 hours (50% of the total load) training at the Academy;

108 hours in the form of distance learning «3 + 1» (75% of the total load), 36 hours (25% of the total load) of advanced training at the Academy.

#### **c) The Following Short-term Courses are Equated to Qualification Courses**

Targeted courses – are organized on the implementation of changes to the legislation and existing regulatory legal acts related to the activities of the prosecutor's office, and the formation of practical skills of employees in new areas of activity;

Problem courses are organized to identify and eliminate existing systemic problems and shortcomings in the activities of the prosecutor's office, as well as law enforcement practice;

Author's courses are organized for the purpose of performing fundamental, applied, innovative and other scientific research conducted on scientific and methodological support for the activities of the prosecutor's office, developed author's scientific conclusions and recommendations for improving legislation;

In-depth training courses on a specific topic are organized with the aim of developing in-depth knowledge and skills within a specific topic, depending on the nature of the prosecutor's office and the needs and suggestions of the audience.

#### **d) Public Open Online Courses**

Distance and mixed learning can be conducted in the form of mass open online courses with the participation of qualified teachers and other professionals in this field, or by independently developing e-learning resources by listeners without the participation of a teacher. Public open online courses are organized through announcements on the official website of the Academy, pages in social networks and other means of information and communication technologies.

#### **e) Informal Qualification Improvement**

Distance and mixed qualification courses, as well as information on specific goals for listeners on a regular basis, can be carried out in an informative form through the academic portal of the Academy, the official website, messengers, pages in social networks. It is envisaged that the development of information skills will be carried out by conducting short news, problematic situations and their solutions, questions and answers, as well as various tests, which can be mastered in a few minutes.

It was determined that the training process on the forms of «distance» (a), «mixed» (b) of this qualification improvement will be organized on the basis of a block-modular training plan. The training plan is mandatory and the choice (elective) takes the modules on its own. Mandatory modules are required to be mastered by all listeners, it covers 25 percent (36 hours) of the total 144 hours of training load, elective modules are based on the professional needs of the audience and cover 75 percent (108 hours) of the total hours of training load.

On the basis of these curricula, training tables of distance and mixed qualification courses are formed. Classes are held in synchronous, asynchronous mode and in contact-session forms of training. Simultaneous, asynchronous training and intermediate control work are planned for 2 hours a day, as well as 6-8 hours a day of contact-session training.

Simultaneous classes are conducted by the tutor in real time through online means of communication (chat, webinar or others), which are defined in the schedule of training sessions in which listeners take part directly. In the course of the study, criteria were developed for assessing the level of activity of the audience during synchronous training, which, in turn, serves to increase the motivation of the audience. For example, those who take an active part in the synchronous learning process and show that they have sufficient knowledge and skills in their field will receive special bonus points, and this will be taken into account in the final exam.

In asynchronous learning, listeners independently master the main and additional training materials posted on the training portal, and perform ongoing control work to verify their knowledge on the topics. In the course of the research, the minimum requirements for the development of electronic educational resources in distance and mixed forms of professional development of employees of the prosecutor's office for asynchronous training, as well as their competencies, were developed and put into practice.

Part of the mixed qualification courses is organized as a contact-session training at the Academy of the Prosecutor General's office. These classes are conducted in the form of practical classes in specially equipped rooms of the Academy (conducting imitation court sessions, the crimeanistics policeman, the use of electronic arrow shooting, modeling and simulation in the Center for situational and simulated training, etc.). Mixed qualification is also organized on the basis of a Dual form of Education. This implies that the listeners will acquire the necessary theoretical knowledge, skills and abilities in the Academy and apply them in practice in the workplace.

In the process of teaching, tutors widely use modern approaches and pedagogical technologies of teaching (synchronous open lesson, Flipped learning, etc.), which is due to the peculiarities of the activities of the prosecutor's office, the study group and the subject.

«Short-term training courses are equated to courses» (v) should be organized within the framework of the above-mentioned total 144-hour training load.

“Public online open courses” (g) can also be conducted informally, with or without the participation of qualified tutors and other professionals in the field, through the independent development of e-learning resources by listeners. Public online open courses are organized through

announcements on the official website of the Academy, social media pages and other means of information and communication technologies.

«Informal professional development» (d) is carried out in the form of distance and mixed qualification courses, as well as in the form of short data and tests for listeners on a regular basis through the Academy's social media pages for a specific purpose.

In particular, during the research, the author developed and implemented the project «1 to 1, advanced training protocol» as an informal qualification improvement for listeners and teachers.

Within the framework of this project, it is assumed that listeners and teachers will be able to improve their skills by mastering such information as one question – one answer, one problem – one solution in a short period of time during their daily life at work or at their place of residence.



Informal qualification improvement provides an opportunity for the audience to quickly convey the essence and essence of the news in the Daily legislation, to train advanced achievements of the prosecutor-investigative activity, to develop skills to overcome systemic problems and shortcomings. The relevance of informal qualification improvement is based on the fact that in the XXI century information about the relevant field was greatly increased, it was not possible to assimilate it all in formal, non-formal forms. The organization of professional development in this form serves today, in the information age, for the acquisition of large-scale data and the introduction into practice in a timely manner.

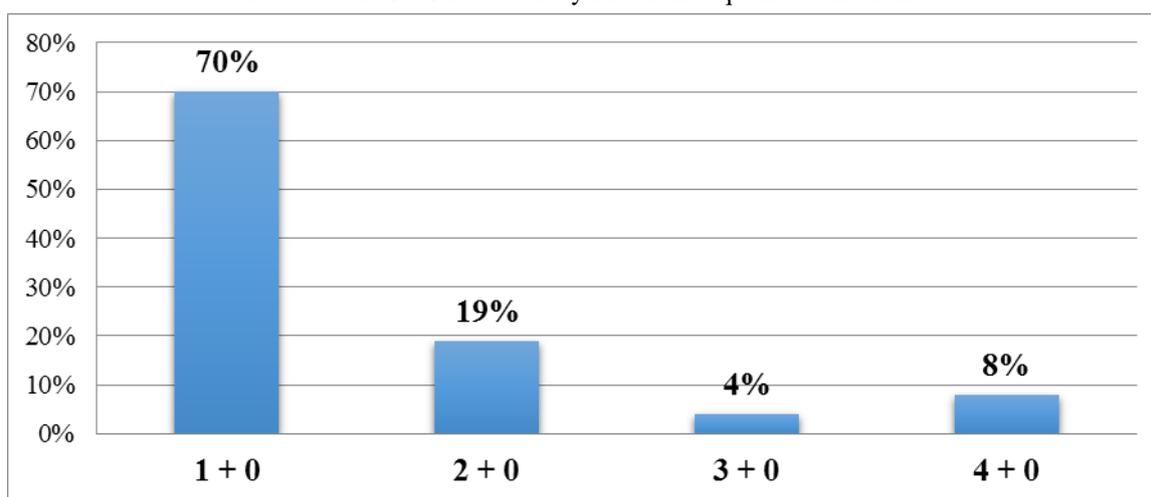
### 3. Results

The quality and effectiveness of distance and mixed professional development carried out in this formal, non-formal, informal form are regularly monitored and evaluated. The study of professional needs in the organization of professional development, planning, development of electronic educational resources, implementation in practice, evaluation cases are analyzed. Based on

the results of the evaluation, proposals and recommendations will be developed for the introduction of modern standards and best practices in order to improve the efficiency of the distance and mixed qualification process.

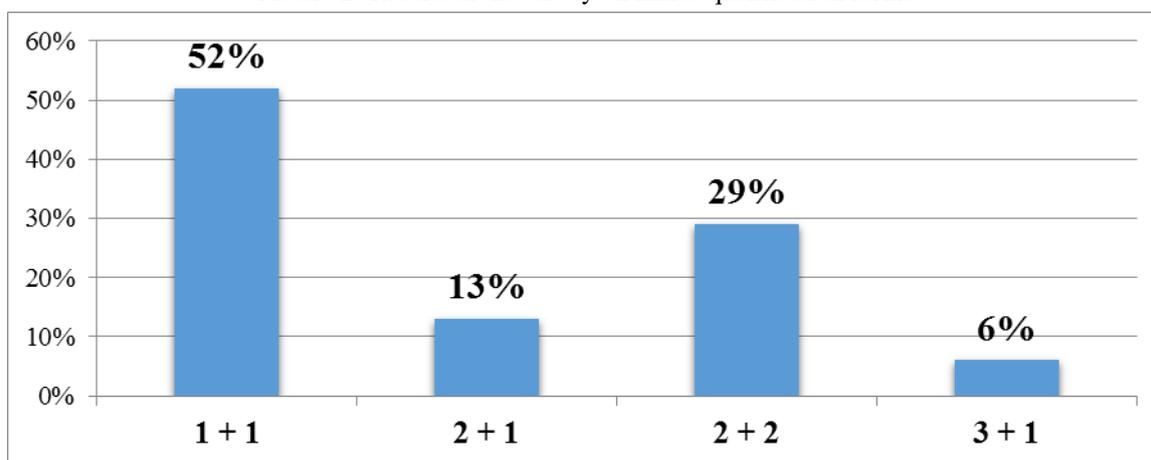
For example, A survey was conducted on the organization of distance and mixed qualification improvement in the form of short-term courses in compliance with the established periodicity (at least once in three years) and the size of the training load (144 hours). In particular, when the audience was asked which distance qualification forms(1+0, 2+0, 3+0, 4+0) are convenient to improve qualification , it was answered as follows (picture 1).

Picture 1- Results of the survey on distance qualification forms



Mixed qualification forms (1+1, 2+1, 2+2, 3+1) whatever question was asked for the convenience of qualification, the audience answered as follows (picture 2).

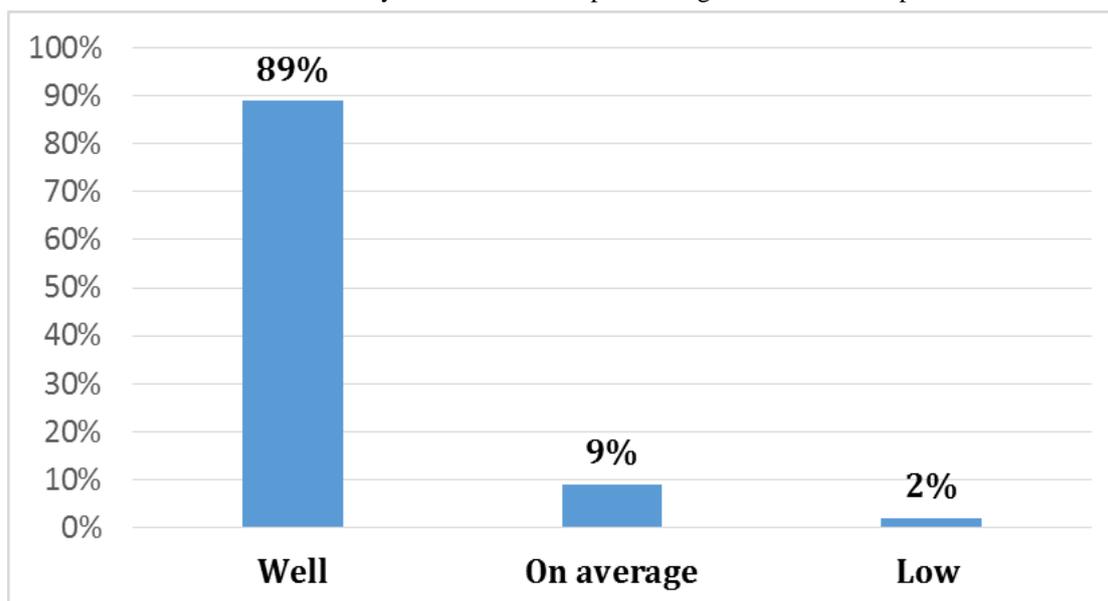
Picture 2- Results of the survey on mixed qualification forms



It can be seen from this that the needs of the audience in choosing the forms of professional development are different. Therefore, in the process of research, it is important that the audience has the opportunity to independently choose the forms of professional development in accordance with their capabilities and conditions.

Also, in the process of mastering various problem situations, questions and answers given in the process of obtaining informative qualifications and performing short tests based on them, the level of activity of course participants has the following indicator (picture 3).

Picture 3 - Indicators of the level of activity of listeners when performing short tests in the process of informal learning



From this graph it can be seen that it is possible to see that the effectiveness of professional development in an informal form is quite high if you master such information as one question – one answer, one problem – one solution in the course of everyday life at the workplace or residence of the audience.

#### 4. Discussion

From the results of the research, it can be seen that the transfer of qualification courses from periodicity to continuity and consistency is of great importance, and the development of qualifications on the basis of individual training can serve the satisfaction of professional needs through the selection of educational programs and forms of professional development to the audience.

## 5. Conclusion

Thus, the following positive results can be achieved by introducing distance and mixed forms of training and credit-modular system into the process of professional development of employees of the prosecutor's bodies.

- To create the opportunity to independently select training programs aimed at satisfying professional needs and forms of professional development for the audience;
- Continuous professional development of the audience through the formation of individual educational activities throughout the entire professional activity;
- Ensuring continuity in the professional activities of the listeners by means of the implementation of the qualification improvement in connection with the practice, based on the characteristics of the sectoral activity of the prosecutor's bodies.

These serve, in turn, the development of the necessary knowledge, skills and abilities to carry out professional activities in the prosecutor's bodies, including analytical and creative thinking, workmanship, communicativity, professional communication skills and other aspects.

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