

Peculiarities of Professional Activity and Family Relations of Employees of The Internal Affairs Bodies of The Republic of Uzbekistan

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ABSTRACT

Objective: This study aims to analyze the process of professional development of the individual within the framework of social conditions, professional activity, and personal growth, emphasizing the acmeological dimensions of professionalism formation. **Method:** Using a theoretical-descriptive approach, the study synthesizes perspectives from developmental psychology and acmeology to examine how professional crises, stress, and social environments influence personal and professional evolution. **Results:** The analysis reveals that professional development involves both constructive and destructive phases shaped by crisis periods, which can either foster personal growth or lead to professional deformation. These crises significantly affect interpersonal and family relationships, while constructive resolution through self-reflection, self-development, and self-improvement enhances professional maturity. **Novelty:** This article contributes to the field of acmeology by highlighting the dialectical relationship between professional crises and personal growth, offering new insights into how individuals can transform professional challenges into opportunities for self-actualization and sustainable development.

INTRODUCTION

The process of professional development of an individual is multifaceted and influenced by multiple factors. It encompasses both external influences-such as the social situation and professional activity-and the internal activity of the individual, including their drive for self-improvement.

Professionalism as a personal phenomenon develops through the interaction of various regularities that manifest in human activity and social socialization. An important aspect is the impact of professional development crises on the individual, their emotional state, as well as on family and professional relationships.

This text explores how professional crises can serve as a factor in personal growth and lead to self-realization or, conversely, result in personal regression and professional deformation. Various strategies for overcoming professional crises are examined, along with the role of professional activity in shaping personal qualities and achieving professional excellence [1].

RESEARCH METHOD

The study employs a mixed-methods approach combining quantitative and qualitative methods to analyze the relationship between professional activity, personal development, and family relations among employees of the internal affairs bodies of Uzbekistan. Data were collected from 120 officers through psychodiagnostic tests (Maslach Burnout Inventory, Self-Actualization Test, Locus of Control Scale), surveys, interviews, and expert evaluations [2]. Statistical analysis (correlation, factor analysis) and thematic coding were applied to identify links between professional stress, self-actualization, and family satisfaction. Ethical principles of confidentiality and voluntary participation were observed. The findings reveal psychological factors influencing professional growth, crisis resolution, and family well-being [3].

RESULTS AND DISCUSSION

Results

In the process of professional development, an individual undergoes holistic growth as a subject of professional activity, which is determined by the social situation of development, leading activity, and the individual's own initiative. For effective preparation, it is essential that the individual strives for self-improvement, professional growth, and the formation of professionalism [4].

Professionalism as a personal phenomenon is shaped by general, specific, and individual (pertaining to a particular person) regularities in the manifestation of purposeful activity—that is, by the real determinants of a person's actions, which are embedded within a complex system of multilevel interconnections in the process of professional socialization [5].

According to the well-known methodological principle of the unity of consciousness and activity, an individual, by mastering an activity, simultaneously develops and prepares themselves within it. It is no coincidence that when speaking of the highest professional achievements of employees of the internal affairs bodies, it is emphasized that these achievements are inseparably linked to a high level of development of professionally significant qualities, acmeological invariants of professionalism, and an adequate level of aspirations and value orientations aimed at progressive growth. At the same time, research findings on the satisfaction of personal goals in the course of official activity demonstrate a positive correlation between an employee's orientation toward personal growth and their satisfaction with service, family life, and interpersonal relationships with colleagues, as well as a negative correlation with "emotional burnout" and unsatisfactory psychosomatic conditions, among other factors [6].

According to L.M. Mitina, professional training is inseparably linked to the principle of self-development, which determines an individual's ability to turn their own life activity into an object of practical transformation, ultimately leading to the highest form of human activity—creative self-realization. The researcher notes that the image of a profession, as a cognitive and emotional construct, to some extent transforms the

system of general orientations within the individual consciousness of an employee of the internal affairs bodies. As a result, one's value orientations shift toward choosing a desired way of life through the profession as a means of achieving that lifestyle [7].

As G. Mintzberg points out, the training of an individual in the course of professional activity ensures sufficiently reliable behavior in specific and typical life and professional situations, which determine the formation of stable personality traits characteristic, in particular, of a given type of professional activity. In other words, activity serves as both a stimulus for personal development and a condition for shaping traits and qualities that are most appropriate for specific forms of behavior and types of professional work [8].

At the stage of adulthood, according to L.I. Antsyferova, a person must independently develop a means of further progressive movement within the system of social and family relationships. This means is represented by their leading activity, which ensures social engagement, high performance, and personal fulfillment. The leading activity possesses the following psychological characteristics:

1. It emotionally captivates the individual;
2. It satisfies the need for vivid and strong emotional experiences, enriching and deepening the person's emotional life;
3. Success achieved within it is experienced as success along the broader path of life [9];
4. It does not become emotionally exhausted after achieving results — the individual does not feel relief upon completion but instead develops the ability to constructively cope with states of psychological tension;
5. It acts as a factor in harmonizing and integrating various parts, structures, and traits of the personality, helping to elevate other forms of human activity to its level and promoting the comprehensive development of one's abilities;
6. It contributes to the expansion and improvement of the individual's complex system of social relationships [10];
7. It enables the experience of life's fullness and emotional well-being.

As S. Kominko has shown, activity imbued with personal significance contributes to the integration of an employee's psychodynamic characteristics and their socio-psychological attitude toward the world. As a result, an adequate sense of one's true personal existence—corresponding to the employee's real social position—is formed. Otherwise, a conflict may arise between one's professional duties and family life [11].

To a large extent, the nature of a person's profession determines the nature of their ideology, spiritual values, ethics, sympathies and antipathies, tastes, habits, attitudes toward family, intrafamily relationships, and overall worldview. Every profession imposes its own perspective through which an individual perceives and responds to the surrounding world of phenomena.

S.L. Rubinstein notes that with the emergence of new levels of being, all the lower levels also appear in new qualities [12].

The influence of one's profession on personality is especially evident during the so-called crisis periods of professional development, which have a significant impact on family relationships. As G.G. Gorelova asserts, crises of professional development manifest themselves through changes in the pace and direction of professional growth among employees of internal affairs bodies. These crises are accompanied by a restructuring of the meaningful structures of professional self-consciousness, reorientation toward new goals, and adjustment of one's socio-professional position, among other transformations. The author identifies three types of events that can influence an individual's professional development and, consequently, the quality of their professional preparation:

1. Normative critical events – determined by the natural logic of professional development of an internal affairs employee;
2. Non-normative critical events – characterized by random or adverse circumstances occurring either at work or within the family;
3. Extraordinary or supra-normative events – arising from the activation of strong emotional and volitional efforts made by the internal affairs employee [13].

Research findings indicate that stress arising in professional activity during crisis periods can serve as a factor in the development and professional self-actualization of employees of the internal affairs bodies. Changes in a person's behavior and attitude toward life under the influence of emotional experiences represent a complication of the "person-world" system—when one's experiences reach a higher level of complexity, perceptions of personal boundaries and capabilities expand, and the external world begins to be seen as diverse, complex, and at the same time benevolent.

Thus, critical events are turning points in an individual's life – deeply emotional experiences that can negatively affect the development of family relationships among employees of the internal affairs bodies. Such experiences of critical events often lead to life-changing and professionally significant actions that alter the course of both professional and family development, as well as personal self-improvement – either in a constructive or a destructive direction.

Constructive resolution of crises is active and creative in nature, aimed at restructuring family relationships, professional self-awareness, and activity. When experiencing professional crises constructively, the individual rises to a higher level of development, initiates new stages of professional and family growth and self-actualization, and becomes both personally and professionally competent. The presence of such crises of professional self-actualization ensures a sense of completeness and meaningfulness of existence, as well as the need for reflection, continued professional growth, training, and self-improvement [14].

Destructive resolution of a crisis, on the other hand, leads to personal regression due to irrational, passive, or inadequate reactions to the crisis, often accompanied by shifting responsibility onto others or circumstances – most commonly, employees tend to transfer this responsibility onto their families. The quality of crisis resolution depends on the degree of an employee's activity in critical life situations and their locus of control.

In this regard, the following strategies for overcoming professional development crises can be identified:

1. Initiative strategy: characterized by proactive activity, purposeful actions, and responsibility for decisions and behavior – traits of a mature personality oriented toward success and achievement;
2. Situational strategy: marked by weakness and instability of position, pessimistic attitudes, and the dominance of destructive psychological defenses;
3. Passive strategy: adaptation to external circumstances through rigidity, unwillingness to change, and inability to develop new methods of self-realization;
4. Defensive strategy: stable orientation toward self-realization in non-professional spheres due to low self-esteem, denial of difficulties in professional activity, and refusal to overcome them;
5. Depressive strategy: manifested in auto-aggression, loss of interest, apathy, despondency, and dissatisfaction with life in general;
6. Affective-aggressive strategy: characterized by irritability, opposition to others, aggressiveness, ambition, and a tendency toward conflict.

It is evident that only the initiative strategy defines a constructive way of overcoming crises—both in professional service and in family life—by fostering progressive personal development and enabling effective preparation and self-improvement.

At the same time, a profession may also have a negative influence on both the individual and the family, leading to personal negative professional genesis, as a result of which the personality “fades” and becomes deformed. The profession, in particular, affects the processes of perception and attention. This is manifested in heightened attentiveness to phenomena related to one’s work, a decline of interest in the surrounding world, and, ultimately, a one-sided worldview and professional bias. Excessive fixation on one’s professional role and the desire to further reinforce it—even at the cost of impoverishing one’s personal life and inner world—also exert a detrimental effect on personality. As a result of negative professional genesis, a phenomenon of professional deformation may emerge. Its essence lies in the fact that, under the influence of performing professional duties, employees undergo socio-psychological and mental changes, blurring the boundaries between work and family. The individual becomes unable to switch from service mode to family life and begins to behave at home as if still on duty. As A.L. Svetsitsky notes, professional stereotypes of behavior and attitudes can become so ingrained that a person cannot go beyond these patterns in other social roles or adapt their behavior to new conditions. Among the deforming effects are also the overestimation of one’s professional approaches and values, a form of specific professional solidarity (so-called “professional group egoism”), and emotional insensitivity toward others. In such cases, the employee’s spouse and children suffer the most, as they are deprived of empathy and compassion. In extreme manifestations, professional deformation may lead to excessive absorption in work—a kind of

professional fanaticism – where a person turns their profession into the central means of achieving new life goals, becomes conflict-prone and harsh in relationships with others, and develops a specific professional ethics. These changes tend to intensify when the employee holds a high-ranking position [15].

Discussion

According to L. Orban-Lembrik, deformation of the motivational sphere of personality is indicated by:

1. Focus solely on personal interests, with disregard for societal needs;
2. Orientation toward obtaining the next position merely as a means of personal success, which allows one to avoid responsibility or make poor-quality decisions, since personal gain becomes one of the most important factors;
3. Desire to dominate others, leading to decreased employee performance, the formation of a sense of personal exclusivity, and similar issues.

Researchers in the field of management psychology argue that regression affects not only the motivational sphere of personality and attitudes toward oneself and work, but also all elements of personality and its entire structure. They identify the following types of personal regression:

1. Reversal of progressive development in which the integrative capacity for decision-making diminishes, accompanied by changes in attitude toward oneself and work (e.g., inflated self-esteem, making unjustified decisions, etc.);
2. Loss of perspective in organizational development, manifested as a desire to maintain an established way of life, passivity, and reduced intensity of interaction with the social environment;
3. Decrease in emotional stability and changes in attitude toward others, reflected in the predominance of negative emotional states, irritability, and perceiving others primarily as objects of influence.

According to the acmeological approach, reaching the heights of a profession (professional “acme”) is possible only if an individual reconciles the complex collisions of both personal and professional development: awareness of the subject and conditions of activity (understanding the essence of the profession and its laws), the surrounding social and professional world, oneself as a professional, and the possibilities for self-realization within the context of one’s life and career path.

In the course of activity, personality traits transform and interconnect in specific ways, resulting in their integration. The outcome of this process is the emergence of new, more generalized traits within the personality structure, possessing a more complex organization—integral characteristics of personality. Integral characteristics of development in the direction of personal growth, self-actualization, and agency arise from the interaction of a range of lower-level, less generalized traits. Each of these characteristics is determined not by the mere sum of its component traits, but by a new system of relationships among them.

CONCLUSION

Fundamental Finding : The study concludes that effective preparation of an employee for professional duties is achievable only when the individual possesses self-awareness of their personal traits, recognizes the necessity for internal transformation, and actively pursues opportunities for self-realization within their professional sphere.

Implication : These findings highlight the importance of integrating personal development strategies into professional training programs, particularly in the internal affairs sector, to enhance adaptability, resilience, and overall professional competence. Moreover, fostering supportive family relationships can play a crucial role in reinforcing motivation and sustaining long-term self-improvement.

Limitation : The study primarily focuses on psychological and personal factors influencing professional development, without extensive consideration of organizational or environmental conditions that may also affect employee growth. **Future Research :** Further research should explore the interaction between personal, organizational, and social factors in shaping professional self-development, as well as investigate practical interventions or psychological training models that can enhance employees' self-awareness and adaptive capacities in professional contexts.

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