



ANTI-CORRUPTION REFORMS

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Annotation

Laws, decrees and decrees on corruption. The material damage caused by corruption and priorities in the fight against corruption have been identified.

Key words: Concept of corruption, International Monetary Fund, UN, Public Procurement, Public Oversight.

Introduction

Law of the Republic of Uzbekistan "On Combating Corruption" dated January 3, 2017

The adoption of the law is the legal core of the fight against corruption. This The law defines corruption as follows: "Corruption is an individual's own career or service from the position of material interests or in the interests of other persons illegal use for intangible gain, as well as to present such a benefit illegally. " Simply put, corruption is the state all of the personal interests of individuals working in offices using their own practices it is illegal for them to give priority to something, to be sold or bought for a bribe are the acquisitions of material or intangible wealth.

In the process of modern globalization, regional and interstate integration is accelerating. In an increasingly complex environment, corruption poses a number of problems in all countries and threatens to tear society apart and disintegrate.

So today, no matter how big or small, rich or poor, strong or weak, We cannot say that the country is completely free of corruption a husband has these things. According to the UN and the International Monetary Fund, that the world economy suffers from \$ 1.5-2.6 trillion a year due to corruption recorded.

Internal psychological conditions for extinguishing fires can additionally supplement classes with elements of surprise, high speed, rapid change in the situation, non-standard behavior, high responsibility and independence, counteraction to stress factors, the intensity of build-up, the complexity of the practiced actions, the impact of large loads, etc.



It is necessary to emphasize the role of every firefighter's confidence in himself, in his comrades, in the reliability of military equipment, in the RTP. Reliable prerequisites for it are formed during the conduct of political educational work, political studies, with the rallying of the team of the combat crew and the truly collective relations that have arisen in it. Confidence also grows along with an increase in professional skill and combat experience.

Familiarization with the various challenging firefighting situations in young firefighters can also generate a degree of uncertainty. It is necessary to constantly remember that the personnel must have a correct understanding of the difficulties of extinguishing fires, a respectful attitude towards them and at the same time confidence in the possibility of successfully overcoming them on the basis of high professional skill, cohesion of the unit's team and personal psychological preparedness. We also have to reckon with the possibility of self-confidence.

Psychologists distinguish primary carelessness and secondary. Neglect of danger usually arises in beginners due to ignorance and misunderstanding of it, it can also occur in experienced fighters who have repeatedly looked death in the eyes, manifest as secondary, unjustified carelessness, self-confidence. Of the general statistics of injuries, the largest percentage of accidents is associated precisely with secondary carelessness.

If the fireman does not know something, then in a combat situation this becomes an additional source of increased psychological stress, fright and fear. Primitive ideas about how everything will happen, especially in the initial period of extinguishing complex fires, is a deep psychological source of simplification in teaching.

In addition to explanations, when conducting psychological training, it is of great importance to directly familiarize firefighters with the factors of real danger. Everyone needs to get used to the "heat" of the fire, the crackle of collapsing structures, the sight of the raging elements, corroding the victims of the fire, etc. Everything that the firefighter has never seen, heard or felt personally will cause serious psychological stress, which may lead to mistakes and misses.

That is why a plausible imitation or reproduction of all hazardous factors of fire in educational conditions is necessary, or their demonstration with the help of visual and technical means. Danger, risk, high responsibility, reproduced in educational conditions by simulating extinguishing a fire with high temperature, smoke, in confined spaces, in basements, at high altitudes, when practicing actions in personal protective equipment, are designed to develop self-control in personnel, resistance to hazardous factors of fire, the ability to perform professional actions with high internal stress.

This is achieved not only by a comprehensive and large-scale imitation of a fire, but also by creating an environment where it is not possible to extinguish the fire immediately at the first attempt, using conventional means when significant interference occurs, technical extinguishing means are damaged, water or foam is depleted, part of the personnel fails. A situation that requires the manifestation of independence and initiative and contributes to the development of appropriate qualities in firefighters can be created by the conditional incapacitation of communication means or RTP and his deputies, deliberately giving a smaller number of commands and instructions and issuing orders such as "Act independently", "Decide on the spot, according to the situation." Actions in



conditions of smoke, in cramped and isolated from each other premises with personal protective equipment also encourage the manifestation of independence.

The saturation of the environment for classes with elements of novelty, unusualness, uncertainty forms resistance to the new and the unexpected, readiness for flexible actions that take into account changes in the situation, encourages an active search for new methods of action, supplemented with elements of novelty, uncertainty, develops resourcefulness, the ability to maintain composure, and readiness for hostilities at any time. It is created by a change in places of employment, a refusal from the routine repetition of conditions during their implementation, the introduction of such changes into the situation that do not make it possible to thoughtlessly use previously worked out methods of action. A methodological technique such as a deliberately preliminary abrupt change in the trainees' lesson plan can be applied.

These and other methods of psychological modeling of a real combat situation can and should be used not only in the course of special psychological training classes, but also in all fire-fighting and fire-tactical exercises. In essence, each action must be worked out in conditions as close to real ones as possible, "hardened" by psychological difficulties.

It should be borne in mind that individual psychological preparedness cannot reach the highest level in conditions of strictly individual training. In reality, each firefighter will have to act as part of a group, and this requires the ability to coordinate their actions with the actions of others. In addition, in the conditions of group actions, conditions are created that are closer to real, combat ones. Therefore, although it is necessary to start with individual psychological preparation, the transition to working out actions as part of a group should not be too delayed: if individual actions are performed correctly, then they can be automated already in the process of working out group actions. If very important individual actions are being practiced, where mistakes are completely intolerable, the transition to group actions is best carried out with a higher level of individual preparation. In the psychological preparation of the combat crew for actions in difficult conditions, three stages are successively passed: the development of organizations, tactical training and the formation of combat readiness. In accordance with them, psychological goals are set, difficulties are selected, and modeling techniques are implemented.

The first stage involves solving problems and difficulties of interaction. When conducting classes, coherence of actions, mutual understanding in a simple environment is achieved. At the second stage, typical actions of a combat crew are being worked out in conditions of a constant increase in the complexity of the combat situation.

Results

This is the main stage of group psychological training, requiring a significant number of practical exercises in the field. An indicator of the development of its conditions is the competent and error-free actions of the combat crew in typical fire extinguishing options. At the same time, the skills of mutual understanding and joint action are formed. The third stage aims to temper the team of subunits in overcoming difficulties of the highest professional and psychological complexity, to form



the ability to act flexibly in any combat situation. Even when extinguishing fires in the most unexpected conditions, the combat crew must have the ability to quickly and correctly solve creative problems, jointly find new and not prepared in advance solutions. At this highest stage, all the difficulties of extinguishing fires are reproduced in a complex, almost hopeless situations are created, part of the personnel, equipment, etc., is conditionally incapacitated.

In psychological preparation, it is always necessary to adhere to the general methodological rules of sequence: from the simple to the complex, the unknown. First, the personnel work out this or that action under normal conditions, then they gradually become more complicated and brought to the closest possible to combat.

Finally, an important question of the general methodology of psychological training is the question of the number and frequency of classes. If we take into account that psychological training should be carried out in the course of training in fire-drill, fire-tactical and physical training, then in fact we should talk about its continuous conduct. Whenever there is even the slightest opportunity to contribute to improving the psychological preparedness of personnel, it must be used.

It is advisable to give preference to forms of employment, conditions, techniques that have the greatest psychological effectiveness.

Conclusion

With such continuous conduct, the results of psychological training will be the highest.

If we talk about special forms and methods of psychological training (classes in the psychological area, at training grounds, etc.), then the question of the frequency remains unclear, in need of research. It is known that knowledge, skills and abilities that are not supported in practical training are constantly weakening and destroyed. Therefore, in the practice of vocational training, repeated classes are carried out in order to maintain and improve the level of preparedness. For experienced professionals, the interval between sessions can be long. This general data is mainly related to the psychological training of firefighters and can be used as a general guideline for determining the interval between psychological training sessions.

References

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