
ALGORITHM OF ACTIONS OF THE CADETS OF HIGHER MILITARY EDUCATION INSTITUTIONS IN FULFILLING THEIR PROFESSIONAL OBLIGATIONS

Pulatov Djamol Turayevich
Independent Researcher, Uzbekistan

ABSTRACT: This article describes in detail the algorithm of actions of cadets of higher military educational institutions in fulfilling their professional obligations.

KEYWORDS: Algorithm, military education, educational activity, professional and personal training, activity, tendency.

INTRODUCTION

The content of the focus of teaching on the development of professional and personal training of Cadets is sorted in two aspects: “in the aspect of educational science as a conservative scientific knowledge, as well as in the aspect of the future professional model, which is presented in the structure of the cadet in a differentiated, given model of his main professional functions, problems and

A very complex process of transformation (transformation) of educational activities into professional activities is carried out, which means not only replacing one leading type of activity with another, but also changing the point of view of the social role of the cadet. For a graduate of a higher military educational institution, this is a transition to another activity, a qualitatively new level – the level of social and functional activity of the person of the defender of the Fatherland.

In educational activities, knowledge, skills, skills are goals that are directed towards the activity of the cadet, that is, the subject of this activity. The cadet performs professional activities that differ from the subject of educational activities when completing his education in a higher military educational institution. At the time of transition from educational to professional activities, knowledge ends the status of activity and receives the function of the tool for its implementation. Theoretical knowledge in the focus of training on the development of professional and personal training of cadets, only from the set of knowledge, skills, skills related to the passing of exams, becoming knowledge, the objective basis of further military-professional activity, becomes a work understood for the cadet, which is formed in the situations in which the activity is modeled. With this, the cadet understands the patterns of theory and practice, cognitive activity and modeling situations of professional activity. All this increases its motivation for educational activities.

If during the course of training in a higher military educational institution, cadets are not given sufficient practice, then a psychopath readiness for the performance of professional activities is not formed, then for him the transformation of knowledge from the subject of one activity to the

means of performing another creates serious difficulties. For this reason, the process of adaptation (adaptation) in the troops is observed during the period of training of the cadet.

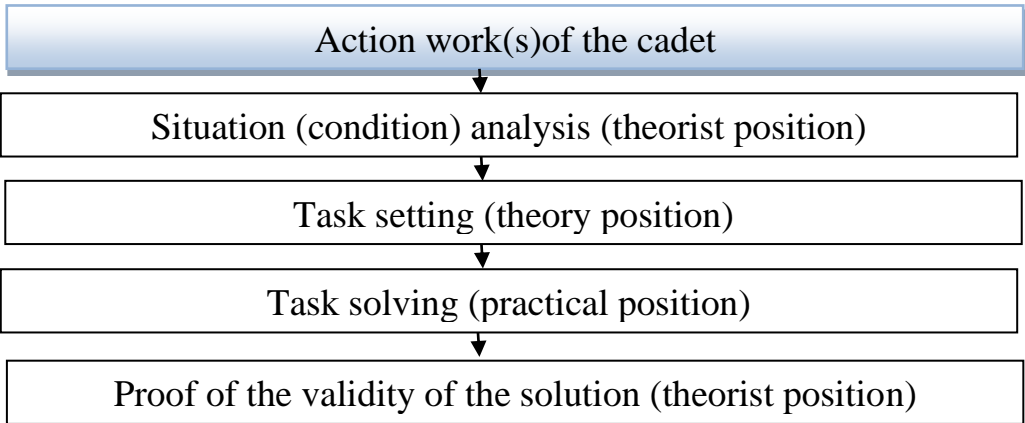


Figure 1. Algorithm of actions of cadets in the performance of professional obligations

Below we will comment on this algorithm. When faced with a situation, the cadet is obliged to determine the conditions, analyze the initial data, what information is missing, where it is necessary to request (request) information, etc., determine what he will do in the situation. After conducting an analysis of the situation, the cadet performs the task, in which he performs this task on the basis of his personal approach, based on the point of view of his own creative activity. This is exactly what the scheme of the actions of the future military specialist consists of, which is a generalized model of cognitive activity in training aimed at developing the professional and personal training of cadets. Here, a full cycle of creative thinking is modeled independently from the emergence of a problem task (situation), from the emergence of motivation for knowledge to finding ways to solve a problem and proving its correctness.

In traditional teaching, the iconicity of this model is less, since all theoretical work and the development of the task is taken over by the teacher, the stage of proof is often limited to a formal examination of the correctness of solving the task.

In the practice of focusing training on the development of professional and personal training of Cadets, the main focus is the transfer of the teacher's teaching activity to the student's cognitive activity, which assumes an increase in the level of his personal activity. Thus, the personality meaning and essence of Cadet activity does not consist in mastering the ready-made system of knowledge, but in the formation of a holistic structure of future professional activity through them. The degree of involvement of the cadet in the activities of study (education) is determined at a decisive level by the fact that the pedagogical system is able to give a wide range of opportunities to his personal activity, expressed in the implementation of his capabilities, abilities and potential, self-independent organization, self-education and independent development. For this reason, this research work is carried out taking into account the principle of continuing education, which is based on the independent development of man, expressed by nature, and his desire to improve in person tirelessly in the social environment.

During our research, we also turned to the analysis of pedagogical approaches to the organization of conditions that contribute to the independent development of the cadet in the process of professional training in the higher military school. The initial methodological point of view (position) of the study can be determined at the level of theoretical foundations in the following way.

Scientists such as V.V. Sokhranov and L.F. Sririn state that “one of the main problems of the modern higher school is the fact that the goal of education and the needs of the student are oriented in different directions”. The resolution of this conflict is carried out by establishing two processes: training and development of the individual.

In this regard, it is necessary that pedagogical technologies of the focus (focus) on the development of professional and personal training of cadets are designed based on the principles, goals of teaching, the content of software material, the conditions that take place in the educational process, the contingent (composition) of learners, the directions of their preparation for the profession, the individual aspects of The set of specific technologies of the focus of teaching on the development of professional and personal training of Cadets is the field of development and implementation – pedagogical creativity of the teacher on the basis of its basic principles. First of all, it is necessary that individualized forms and methods of teaching serve as material for such a complex. In the context of the focus of teaching on the development of professional and personal training of cadets, forms, methods and tools based within the framework of other approaches can also be used.

On the basis of the above, a conceptual model of the focus of training on the development of professional and personal training of cadets was developed.

Such conditions are provided in individualized training as training, taking into account the individual-psychological capabilities of cadets and their specific military-professional activities. In turn, it ensures the independent organization and independent development of the personality of the cadet himself, the success of his cognitive activity.

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