
THE ROLE OF MILITARY PEDAGOGY IN THE TRAINING OF MILITARY PERSONNEL

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Abstract

In this article, the issues of the development of military pedagogy as a means for the future officers' versatile preparation are considered. Modern problems of military pedagogical studies of didactics and education of servicemen. The methodological foundations of the national military pedagogy and its application in the current conditions of the development of military education are specified, and the level of competence of officers in dealing with personnel is touched upon.

Keywords: military pedagogy, competence, scientific research, officers, cadets, methodological bases.

In today's dangerous situation in the world political arena, it remains urgent for the government of Uzbekistan to conduct a rational foreign policy, to ensure state stability, social well-being, and especially to ensure all opportunities for the population to live peacefully, as well as to fulfill important strategic tasks such as preserving state sovereignty. After all, President of the Republic of Uzbekistan, Supreme Commander of the Armed Forces Sh. Mirziyoyev emphasizes, "Nowadays, the military and political situation in the world and in our region has changed dramatically, and the dangers and threats in the field of national and global security are increasing more and more. Such a highly responsible situation and life itself demands from all of us a deep and critical analysis of all the achievements we have achieved, and at the same time, the shortcomings we have made» [1].

During the period of independence, the army of Uzbekistan traveled a very complicated and honorable path. During the difficult formative years of our young country, our Army served as a reliable guarantee of the independence of our country, the peaceful life and well-being of our people, and the successful implementation of democratic reforms. Due to the fundamental reforms carried out in recent years, in a historically short period of time, it is possible to establish a fast and compact national army capable of reliably protecting the sovereignty and territorial integrity of the Republic of Uzbekistan, the inviolability of our borders.

Great works are being carried out based on the noble principle that "the people and the army are one body and one soul". Today, our citizens feel the all-round help and support of the army in all spheres of life.

Improving the professional training of military personnel, especially commanders, remains the most important condition for the further development of the national army.

In this regard, special attention should be paid to consistent implementation of the reforms initiated in the military education and science system, bringing theory and practice as close as possible to personnel training for the field.

The unique feature of the military pedagogical process is expressed by the fact that the servicemen serving in the unit have a level of training in various knowledge and specialties, as well as service and life experience. The organization of the educational process among military personnel requires a more individual approach. These requirements depend on the pedagogical skills of the officer. In turn, pedagogical skill is a combination of psychological and pedagogical thinking of an officer, special

knowledge, qualifications and skills necessary for the implementation of his service activities, as well as emotional and volitional qualities. (7)

The process of military pedagogy and training of military personnel is complex and requires specific field knowledge. Therefore, we will discuss the science of military pedagogy below.

The objects of military pedagogy are servicemen and military collectives. The subject of the military-pedagogical process is pedagogical training, upbringing, education, training of servicemen and military teams for the successful solution of assigned service and combat missions. What is the definition of military pedagogy? Military pedagogy is a branch of pedagogical science, the military-pedagogical process of education and training of both military personnel and military teams in the periods of preparation for the successful conduct of hostilities and military professional activity [4, p. 6].

Military pedagogy is a branch of pedagogical science that studies the training and education of military personnel and military teams, as well as preparation for the successful fulfillment of assigned combat missions and the conduct of hostilities. It is also the science of the education and training of personnel in the Army, the preparation of subunits (units) for successful operations in the conditions of military activity. The specificity of military pedagogy is due to the fact that servicemen from the first days of being in a unit or studying at a military university are not just trained and trained as military specialists, but also solve real educational and combat tasks.

The structure of military pedagogy includes the history of military pedagogy, the methodology of military pedagogy, the theory of education, the pedagogy of a higher military school, the theory of education of a warrior, particular methods of combat training, and also includes other sections. The contents of military pedagogy are: - facts obtained as a result of military pedagogical and military scientific research and life observations; - scientific generalizations expressed in categories, patterns, principles, concepts of military pedagogy; - hypotheses that need practical verification; - methods of studying military-pedagogical reality; - system of moral values of military service. Military pedagogy uses certain categories, and these are: - the military-pedagogical process - the activities of military personnel whose goal is to form special knowledge, skills and abilities of the personality of a soldier and military teams; education of servicemen - a process aimed at the influence and development of a serviceman, his qualities, attitudes, views, beliefs and ways of behavior; - training of military personnel is the main way of obtaining education, a purposeful, organized, planned and systematic process of mastering knowledge, skills and abilities under the guidance of experienced commanders; - the development of military personnel - the process of improving the mental, intellectual, physical, professional activities, the corresponding qualities of military personnel; psychological preparation of military personnel - the formation of mental stability and the readiness of military personnel to perform military professional activities. In addition to those named, military pedagogy uses such categories as the professional and pedagogical culture of an officer, self-education, self-education of military personnel, etc. The training of soldiers and military teams is organically woven into all service and combat activities, as a result of which its capabilities are greatly expanded. Currently, modernization is taking place in the field of military education. In military universities, professional training is focused on providing troops with officers whose level of competence meets the requirements of modern competitiveness: "... the role of a competency-based approach in training will

be considered from the point of view that the result of such a process may be to develop a person's ability to act in various problem situations, using skills" [5, p. 2].

In the learning process, therefore, all stages of cognition take place: sensory perception, abstract thinking and practice. In the activity of the trainee, living content, abstract thinking and practice act in unity. The ratio between them in each specific case is determined by the content of what is being studied, the level of development of military personnel, their ability to learn, the availability of material and technical base and the skill of the instructor. But in any case, it is important that the sensually perceived material be subjected to logical processing, that theoretical knowledge be embodied in practical deeds, that the everyday practice of soldiers be illuminated by theory. As in the cognition of the objective world, the attained level of mastery of military affairs, no matter how high it may be, is not the limit of what is possible. Therefore, it is very important not to stop at what has been achieved, to constantly set specific tasks for each soldier and for the unit as a whole, which determine the prospects for improving combat skills. The process of training warriors has its own specific laws. Due to the fact that it is a two-way active process of interdependent activity of the teacher and the student, didactic laws express the essence of this interaction, the specifics of their joint activity.

Among the most important laws of learning, along with general pedagogical laws, are: - the correspondence of the influences of the teacher to the cognitive capabilities of the students and the nature of their activities; - modeling (recreation) of the activities of the trainer and trainees in accordance with the requirements of the battle. These laws express the very essence of the learning process - the joint purposeful activity of the boss and subordinates.

The military-pedagogical process includes: - various types of training, implemented primarily in the course of training sessions; - pedagogical aspects of service-combat, social activities; - educational, mass sports and cultural and leisure work. The decisive role in the military-pedagogical process belongs to the unit commander. The head of the unit is responsible for the state of moral and physical qualities of the personnel. All servicemen become objects of the military-pedagogical process. Particular attention during the service takes such a pedagogical impact as a military team. The commander is obliged to study the peculiarities of the psychology of each serviceman and skillfully direct his efforts towards solving the assigned combat missions. A feature of the military pedagogical process is that servicemen are adults, with their own views, interests, beliefs, personality traits, as well as the level of development of upbringing, with their own strengths and weaknesses. These are the basic, most general features of the military pedagogical process, which must be taken into account in its organization and implementation.

To instill in the minds of military personnel today that the defense of the Motherland is an honorable and sacred duty, to be proud of our national army, and to deeply inculcate a sense of responsibility for the protection of state security; systematically and consistently convey to the servicemen the content and essence of the socio-economic reforms implemented in our country, adopted legal documents, state programs, and to form a conscious attitude and active life position in them to increase their feelings, loyalty to duty, responsibility, selflessness in relation to the processes of globalization taking place in the world and around us it is an important task. (2)

At this point, it is appropriate to quote the following words of the President of the Republic of Uzbekistan, Commander-in-Chief of Kurolli Kuchlap, Sh.M. Mirziyoev: "...we all understand that today we have more important and urgent tasks ahead of us. In this regard, to further strengthen the

material and technical base of science and education, to ensure that it is not only in sync with the times, but also ahead of the times, to make extensive use of advanced methods of training and retraining of pedagogues, to carry out these activities in cooperation with prestigious centers abroad, it is necessary to introduce modern technologies into the field" (3) It can be seen that in increasing the efficiency of the process of training, education and upbringing of military specialists, along with the professional training of students, commanders and chiefs, their pedagogical culture, that is, their professional culture, is of great importance.

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