



MODERN METHODS OF TRAINING SPECIALISTS AT THE MILITARY TRAINING CENTER

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Abstract: The article is devoted to modern methods of training cadets in the military training center, it talks about recommendations for achieving high results in officer training and teaching officer aspects through an integrative approach to the process of training reserve officers.

Key words: research method, project method, reflective analysis method, brainstorming method, case method, education system, project, military professional training, future officer, military training center.

In connection with the geopolitical events taking place in our country and in the world today, future military specialists who graduate from military higher educational institutions and military training centers must undergo serious military professional training. In this regard, as the President of the Republic of Uzbekistan, Supreme Commander-in-Chief of the Armed Forces Sh.M. Mirziyoyev noted in his holiday greetings to the defenders of the Motherland on the occasion of the 25th anniversary of the establishment of the Armed Forces of the Republic of Uzbekistan, "Improving the system of training professional military personnel at all levels must remain in the center of our attention. ... In implementing this task, we must introduce the latest methods and technologies into the educational process ..." [1].

The environment of the Military Training Center, which is one of the places for training military specialists, is different in that in a military higher educational institution, students are immersed in a military-professional environment, receive training in a fully equipped environment, according to a set schedule, and are under the guidance and supervision of commanders day and night. During their studies at a military educational institution, there are certain features in the organization of service and the performance of all daily tasks. Students of the Military Training Center are selected on a competitive basis from among students of various civilian universities and study at the Military Training Center twice a week for a year. Therefore, great attention should be paid to the choice of methods for training students of the Military Training Center. In the process of military professional training of students at the Military Training Center, it is advisable to use such methods as the research method, the project method, the reflective analysis method, the brainstorming method, and the case method. Therefore, I consider it appropriate to give recommendations on the use of the above methods.

Research method. This teaching method is used to develop students' creative, analytical, critical, systematic and other thinking processes. When used in the process of training at a military training center, the research method helps to develop the management skills of future officers through the tools used in organizing research activities. These include: formulating a problem or task related to military professional activity; searching for urgent general issues and presenting them for solution through **the research process**; analyzing, synthesizing (generalizing) and processing a large amount of information; establishing teamwork, dialogue, etc. An important feature of the research method is the independence of students in finding a solution to the problem posed by the teacher. In the research process, students must find an answer to the question or problem posed using the above tools within a certain time. The teacher plays the role of an observer, periodically interfering in the process of students' research activities. The teacher also monitors the process of finding solutions, carries out quick management and corrections in difficult situations. This

method is characterized by the presence of the following factors: students independently search for information, there are no ready-made solutions; the teacher plays the role of a guide and supervisor, without interfering in the process of searching and processing information; students develop critical, creative, analytical thinking; independent thinking on the research problem; analysis, generalization and formulation of conclusions to solve the problem. Thus, students have the opportunity to consolidate the knowledge gained and use it in their future professional activities.

Project method. In the modern world, the project method is widely used in educational systems of various levels. It has gained popularity due to the possibility of creative organization of practical activities. This helps to stimulate students' interest in project activities, they can express themselves in various directions, fulfill the roles assigned to them in the project team. The concept of the project method was introduced at the beginning of the 20th century by the American teacher W. Kilpatrick and presented as any activity carried out independently by a group of children united by common interests. The Russian pedagogical encyclopedia defines the project method as "...a teaching system in which students gradually acquire knowledge and skills in the process of planning and implementing more complex practical tasks - projects." Students' project activities begin at the beginning of the semester, and in the first lecture lessons on introducing project activities, they are asked to choose a project topic and divide into project groups or complete the project individually. During the lectures, students receive theoretical knowledge about the technology of project activities. During practical training, students work independently on the project, the teacher only advises and monitors the progress of the work. In the process of working on the project, students understand and gain an understanding of the importance of acquiring knowledge, develop the skills necessary for military professional activity. It is worth noting that during the project activity, students are in the position of subjects of research and search activities, therefore, their activities undergo a process of internalization, in which motivation becomes not only external, but also internal. At the end of each semester, projects are defended.

The method of reflexive analysis involves assessing the ways in which students at the military training center solve a given problem, their contribution to solving this problem, working in groups, pairs, identifying the reasons for successes and failures in training. The method of reflexive analysis helps to form cognitive strategies and the ability to plan cognitive activity. The diversity of reflexive analysis: through self-reflection, self-knowledge, the experience of knowing others is formed. The student analyzes his behavior using certain methods, characterizes himself as a person; retrospective thinking (looking into the past) is based on analyzing the event that took place, studying the lines of his own behavior, searching for errors and developing a change in possible outcomes; projective reflection involves analyzing a possible situation, planning student behavior, possible outcomes presented, and the outcome of the situation.

Brainstorming (from the English word "brainstorming") is considered a problem-solving process in which the participants in the discussion propose as many different solutions as possible, and then the most successful ones are selected. The brainstorming method involves the presence of several participants who participate in the discussion of the problem and offer quick solutions using the second thinking system. The main goal of this method is to learn to quickly analyze and process information using various methods and approaches to find a way out of a problem situation. In the process of using this method, additional materials and tools are often used. So, multi-colored cards with pictures corresponding to one or another approach may be additional. During the brainstorming session, each of those present has the opportunity to choose one or another color to determine their position. Before the discussion begins, a preliminary stage is held to ensure that the participants understand the essence of the action. Using this method, it is possible to develop situations from different positions and increase the variability of solutions and assigned tasks, taking into account the rapid response.

The case method appeared at the beginning of the twentieth century, it was used as an addition to lectures. The case method helps to develop skills in solving practical problems in professional activity, since it is based on solving practical problems. Cases are specially created situations that may arise in the professional activity of a specialist and help to qualitatively develop educational material through practical activity in the learning process. The possibilities of this method are quite wide, so students can study theoretical material by constantly updating the knowledge necessary for solving the problem while solving practical problems. The use of the case method in teaching creates conditions for the development of students' functional

literacy. The important point is that all cases are based not on finding the correct solution to the problem, but on the most possible solution options. In the practice of training students in military training centers, teaching using the case method helps to quickly and easily convey the necessary material to students by solving problem situations on real professional military tasks. Students have the opportunity to apply their theoretical knowledge in practice, which is important in military professional training. The search for the most effective solutions and the adequacy of the results are the basis for assessing the quality of students' theoretical training. The effectiveness of the resulting solution can be determined in the form of an assessment of the algorithms presented for solving the problem and based on the results of the proposed solutions. An important component of preparing a student for his professional and personal development is working with educational materials that reflect the essence of his future professional activity, in which the student can develop professional tasks in advance and be ready for the emergence of future problem work situations, search and achieve effective results in professional activity. Based on the specifics of military professional training, extracurricular practical training can be conducted in the process of solving practical problems. There are difficulties in creating situational problems, because sometimes the specificity of the information does not allow it to be presented in an educational and practical form. Often, teachers have to spend a lot of effort to create situations, using not only professional, but also creative skills.

It is worth noting that the use of the research method, the project method, the reflexive analysis method, the brainstorming method and the case method during the educational activities of students helps to develop communication skills, assess thinking skills, and also allows you to demonstrate the results of educational activities.

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