



PEDAGOGICAL ASPECTS OF DEVELOPMENT OF PROFESSIONAL COMPETENCE OF TEACHERS OF HIGHER MILITARY EDUCATIONAL INSTITUTIONS

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Аннотация

В данной статье раскрыты педагогические аспекты развития профессиональной компетенции преподавателей высших военных образовательных учреждений.

Ключевые слова

педагогические аспекты, преподаватель, курсант, высшее военное образовательное учреждение, формирование, развитие, совершенствование, профессиональная компетенция.

Annotatsiya

Ushbu maqola oliy harbiy ta'lim muassasalari o'qituvchilarining kasbiy kompetensiyasini rivojlantirish bo'yicha pedagogik jihatlarini ochib beradi.

Kalit so'zlar

pedagogik jihatlar, o'qituvchi, kursant, oliy harbiy ta'lim muassasasi, shakllantirish, rivojlantirish, takomillashtirish, kasbiy kompetentsiya.

Abstract

This article reveals the pedagogical aspects of the development of professional competence of teachers of higher military educational institutions.

Key words

pedagogical aspects, teacher, cadet, higher military educational institution, formation, development, improvement, professional competence.

Currently, the level of development of the Armed Forces of the Republic of Uzbekistan has increased significantly, as evidenced by the increase not only in the scientific potential of teachers of higher military educational institutions, but also in the experience of conducting operational and combat training activities for troops, as well as the tasks they solve in everyday activities while on combat duty. Today, high-tech military and special equipment is entering service with military units and subunits, requiring the appropriate theoretical knowledge, skills and abilities of specialists in operation and combat use.

In these conditions, modern and high-quality training in forms, methods of preparing and conducting combat operations, command and control of troops and weapons in a timely manner is possible by improving the quality of military education based on its integration with pedagogical science and practice.

One of the ways to solve this problem is to increase the level of professional competence of subjects of educational activity - the teaching staff of higher military educational institutions based on the use of modern training systems using computer training technologies, including educational and training complexes.

The state of modern military science and the practice of using troops is characterized by further improvement of systems of views on existing and future forms and methods of warfare, the use of troop groups, formations and units of both the Armed Forces of the Republic of Uzbekistan and other states, as

well as their material and technical support, the dynamism of the introduction of the latest technologies into control systems for various purposes, models of weapons, military and special equipment, accompanied by processes of obsolescence of basic military-special information, as well as over time, a decrease in the level of existing knowledge and professional competence of military personnel.

There is a need to determine indicators of modern professional qualities (professional competence) of the teaching staff of higher military educational institutions, reflecting the structure of teaching activities and their ability to develop the required competencies among teachers with updating outdated and replenishing new knowledge, skills and teaching skills.

Analysis of the process of development of professional competence among teachers allows us to identify the following main elements of its structure: a higher military educational institution as a subject (managerial staff, teaching staff, unit commanders), an object (cadets), in the learning process of which computer training technologies are used, information environment (working curricula, funds of assessment tools, thematic plans of academic disciplines, educational and methodological materials, electronic educational resources), computer training facilities (computer classes, educational training complexes), forms and methods of classes using computer training technologies (group exercises, practical exercises, command post exercises, military special games).

The structure of the process of developing the professional competence of teachers based on the use of educational and training complexes consists of: the goals and objectives of the process under consideration; its patterns, principles, functions and contradictions; teachers and cadets; the content of qualification requirements, educational and thematic plans for the disciplines of the basic and variative parts of the educational program; forms and methods of conducting training sessions; teaching aids, including computer training technologies; criteria and indicators for assessing the level of professional competence of teachers.

In our opinion, teachers are one of the main elements of the process under study. The requirements imposed today on the level of development of professional competence of teachers of higher military educational institutions reflect their ability to implement the most important principle of lifelong learning called lifelong learning. Consequently, the educational process itself of a higher military educational institution must be provided with a high-tech educational and material base capable of reproducing information training models of the work of students in military occupational specialties in preparation for carrying out the tasks of units and subunits in providing types of material technical means, as well as managing them in combat and operations while studying the disciplines of tactical, logistics and technical support. Of course, in the course of studying special disciplines, training with the help of these models should be preceded by the study of techniques and methods of using samples of military special equipment in practical and group classes with the help of educational and training complexes. At the same time, it is necessary to present the standard structure and composition of educational and training complexes, which include, depending on the specifics of the discipline being studied, the types of classes conducted and the educational tasks to be solved: a set of educational and information materials (educational and methodological material and software); complex of training simulators; a complex of assessment and recording of training results.

In connection with the above, the development of professional competence among teachers of higher military educational institutions should be carried out comprehensively, on the basis of systematization of professional knowledge and the general didactic structure of the professional activity of a military teacher, both during professional training and in the system of additional professional education.

It should be taken into account that the development of professional competence among teachers of higher military educational institutions should be approached individually based on the content of the lesson they conduct in the academic discipline according to the training program and promising educational material with the construction of educational trajectories (micro and macro trajectories) for carrying out the professional activities of the teacher.

When preparing, one should assume that a high professional level is possessed by the teacher who is able to see the place of his academic discipline in the complex of disciplines of the basic educational program, who knows and applies the basic provisions of academic disciplines and implements the necessary interdisciplinary connections.

At the same time, special attention should be paid to the teacher's study of the content, forms,

methods and methodological features of teaching, as well as the use of modern interactive teaching technologies established by the state educational standard of higher military professional education.

An analysis of the degree of readiness of the teaching staff to use the educational and training complex in the educational process revealed certain problems in this matter, which should be expediently divided into two groups. Group 1: problems of a substantive nature caused by the lack of ability of simulation teachers during preparation and during the training of training situations in an operational-tactical situation, as much as possible in relation to real combat operations (operational and combat support) of formations, units, subunits, scenarios of actions of trainees in specific positions.

Group 2: problems of a technological nature, determined by the low level of readiness of teachers to conduct various types of classes using modern teaching technologies (computer training technologies, information models and educational training complexes). Therefore, improving the organization of the use of modern educational and training complexes in the process of training cadets should be carried out in the following order: first, existing forms and methods of training are mastered and improved, and only after that is it possible to move on to their widespread implementation.

The first stage in the practical implementation of this approach should be to increase the level of technological readiness of teachers. Technological skills consist of the skills to formulate an educational problem and transform it into a system of tasks, as well as to effectively process and analyze information about the state of the entire pedagogical system, objectify the results and trace the dynamics of the formation of transformations, and exercise control influence on the development of professional competencies among teachers. At the same time, the main importance is the knowledge of the teacher in the field of educational activities of cadets, based on the achievements and results of scientific research of national and foreign military science, as well as training practice, analysis of the use of troop groups in armed conflicts of varying intensity in various operational areas (space, air, sea, land, infocommunication). This, ultimately, characterizes the integration of science, practice and its impact on the quality of military pedagogical education, ensures the renewal of outdated and replenishment of new knowledge, skills and abilities of cadets.

In addition, especially important in the pedagogical activity of a teacher are his professional qualities (professional competence), reflecting his ability to achieve a specific result in the formation of competencies among cadets established by State standards, qualification requirements and educational program (through the use of computer training technologies in the educational process, information models and training complexes). In this case, the main qualification requirements that determine the professional competence of teachers in terms of the use of computer training technologies, information models and educational training complexes in the educational process can be formulated as: research, general psychological, methodological, expert, assessment and control and professional -diagnostic.

All of the above requirements can be described in the form of a system of indicators of certain knowledge, skills and abilities that a teacher must have:

1. Research qualities necessary for the use of educational and training complexes and characterizing the ability to: develop fundamentally new educational programs for the training of military specialists; identifying the most important areas in increasing the effectiveness of educational technologies; implementation of modern information technologies for education using educational and training complexes; increasing the effectiveness of teaching methods; studying, summarizing and using the results of scientific research, the practice of using troops in modern armed conflicts, operational, combat training and combat duty.

2. A set of personal qualities that characterize the ability to: develop teachers' interest in knowledge; stimulation of personal cognitive activity of teachers; the use of empirical methods of educational influence, stimulating the improvement of the quality of education of cadets; creating a positive environment for the implementation of the process of training highly qualified military specialists; developing specific tasks that promote the development of resilience among teachers.

3. A set of methodological qualities characterizing the ability to: assess the effectiveness of the use of modern educational and training complexes in the educational process and develop, on this basis, the necessary methods for training military specialists; creating the most acceptable learning conditions under

which the use of educational and training complexes will help improve the quality of solving educational problems; modeling the process of training cadets in accordance with the required learning outcome; development of productive descriptions of the use of educational and training complexes in the educational process of higher military educational institutions; management of the process of solving educational tactical problems using educational and training complexes; the use of individualized pedagogical teaching methods that stimulate the educational activities of cadets; development of scenarios for single and complex training sessions using educational and training complexes; development and implementation of specialized teaching methods into educational practice using educational and training complexes; integration of the results of scientific research and military practice as educational information in the training process.

4. A set of expert qualities that characterize the ability to: use assessment techniques to determine the effectiveness of various training systems using educational and training complexes; assessing the effectiveness of the educational process through the use of modern educational and training complexes; differentiation of the learning process aimed at identifying the individual characteristics of cadets in order to further take them into account when planning classes using educational and training complexes; development of special teaching methods using educational and training complexes aimed at improving the personal qualities of teachers, activity, developing their independence for making decisions in various situations, competitiveness and other positive personal qualities necessary for them in their future professional activities; the use of pedagogical techniques for the application of educational and training complexes aimed at improving the educational process.

5. A set of assessment and control qualities that characterize the ability to: use various methods of assessing the quality of education of cadets (written: test, control, flight; verbal: encouragement, remark, comparison); organizing effective current, intermediate and final control using educational and training complexes.

6. A set of diagnostic qualities that characterize the ability to: develop test tasks, which, along with evaluation functionality, are learning tools; involvement in the educational process of techniques that make it possible to determine the amount of information that cadets have mastered during the assimilation of educational material using educational and training complexes, as well as the level of mastery of professional competencies. The effective development of professional competence of teachers in the use of educational and training complexes in classrooms can also be facilitated by the implementation of the following main directions: attracting teachers to develop tactical, technical and didactic requirements for educational and training complexes and specialized classes as part of research work.

This means the integration and systematization of organizational and methodological measures for the implementation and use of the educational and training complex on the scale of a higher military educational institution with annual adjustments and processing of educational and methodological materials of academic disciplines in cycles that can occur within the framework of interuniversity scientific and practical conferences and webinars, and in the process of teachers undergoing teaching practice in higher educational and research institutes.

Pedagogical aspects of increasing the professional competence of teachers in the use of modern educational and training complexes in the educational process include the implementation of a system of indicators of modern professional qualities of teachers of higher military educational institutions, reflecting the structure of pedagogical activity and their ability to develop the required competencies among students.

Thus, in modern conditions, high-quality training in forms, methods of preparing and conducting combat operations, command and control of troops, weapons and special equipment, timely logistics within a specified time frame, and effective use is possible by improving the quality of military education based on its integration with military science and troop practice.

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