



## **MILITARY PEDAGOGY: DIDACTICS OF MILITARY-PEDAGOGICAL RESEARCH AND PROBLEMS OF EDUCATION OF MILITARY SERVANTS**

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### **Annotation**

This article discusses the development of military pedagogy as a necessary tool for the comprehensive training of officers, military pedagogical research and modern problems of didactics and training of military personnel. Methodological bases of national military pedagogy and application in the current conditions of development of military education, the level of competence of officers in working with personnel, features of formation of military professional powers are reflected.

**Keywords:** military pedagogy, military education, training of military personnel, officers, cadets.

Currently, there is an intensification of research on the problems of didactics and education of military personnel. The methodological foundations of military pedagogy are being clarified, liberation from ideological priorities is taking place. Today, the bulk of military educational research contains special methodological developments, which are based on the results of fundamental research of modern science and practice, the historical and pedagogical analysis of the phenomena under consideration. Such an approach to the methodology of military pedagogy made it possible to constructively evaluate accumulated scientific potential, to use the available scientific achievements with maximum efficiency. Currently, a lot of work is underway to thoroughly and objectively comprehend military pedagogical experience, foreign pedagogical ideas, modern pedagogical technologies and trends in the development of education, taking into account their application in the training and education of military personnel. Much effort is made to establish and improve multi-level system of military education, its relationship with professional higher education system: "...the method is designed for teachers. It is based on the requirements of the state educational standard for higher or secondary vocational education, qualification requirements for military professional training of graduates" [5, p. 2].

Dynamic development of all spheres of the life of society necessitates a high psychological and pedagogical training of officers for effective leadership of subordinate servicemen and military collectives. Currently, an urgent task is to improve the pedagogical culture of military personnel. Its solution is viewed as one of the most important means of improving educational process in the troops. Integration and expansion of cooperation of representatives of military pedagogical science with military political scientists, sociologists, psychologists, historians, economists, military specialists is being carried out, interaction with professionals from other branches of pedagogy is expanding. All this allows military pedagogy to comprehensively and systematically consider the problems of upbringing, training, and education, professional and personal development of servicemen.

Modern problems of military pedagogical research are exacerbated by the large-scale reform of military specialists training. First of all, military educational and scientific centers are being formed in the



system of military education, which are a new form of integration of military education and pedagogical science. Military educational and scientific centers are created to improve the efficiency and quality of the educational process, rational use of intellectual, material and information resources for training specialists and conducting research in priority areas of science development.

The growing role of highly qualified military specialists is due to:

- Need to update scientific, pedagogical and scientific personnel in the system of higher military vocational education;
- Interest of graduates of military universities in postgraduate professional education and obtaining an academic degree;
- Need of military educational institutions for personnel of scientific and pedagogical specialties in connection with the increasing complexity of the tasks of military education being solved.

By the topical themes of fundamental and applied military research include:

1. Fundamental educational foundations of the military education strategy;
2. Personality of a soldier in the system of continuous military education;
3. Theoretical and applied problems of the development of military education systems.

Currently, there is a modernization underway 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 the competence- based approach in training will be considered from the point of view that the result of such a process may consist in the development of a person's ability to act in various problem situations, in terms of skills and skills"[5, p. 2].

These circumstances indicate presence of a problem between cadets acquired during the period of study at a military university and pedagogical knowledge, skills and abilities recorded in reality, without which their successful professional activity in the troops is impossible. If we analyze modern textbooks and teaching aids, in which normative, established pedagogical knowledge is presented, then they differ little from textbooks of past years. The ideological orientation of the old manuals is discarded in the new pedagogy books for military universities and the texts are embellished with psychological theories and concepts of personality development, which are not adapted to pedagogical reality: "... In the interaction of military personnel, their attitude to activities is formed. Any communication between a teacher and a pupil passes through the inner world, consciousness and feelings... " [3, p. 325]. At the same time, society and the state have changed so significantly that not taking into account the situation, it starts knowingly training a future officer to work with personnel, which is not very productive.

In modern society, such historically formed values as "Fatherland", "patriotism", "loyalty to traditions", "duty", "dignity", "defense of the Fatherland" are being interpreted in a new way.

In general, one of the ways for new theoretical and practical generalizations, further improving the education and training of military personnel in modern conditions is the study of the richest experience, development of the theory and practice of training military personnel in different periods of our history. Thus, the system of training and education of servicemen, military pedagogy, has passed the difficult path of its formation and development. It is based on a powerful foundation of pedagogical thought and



practice of world pedagogical experience. All this serves as the basis for the development of theory and practice, education and training of military personnel.

Military leaders and commanders were always on the lookout for information about their soldiers. It was understood as the organized and purposeful formation of their moral and combat qualities, which were responsible for the tasks of the armed forces and necessary for their successful solution. At the same time, special attention was paid to inculcating the personal qualities that should be unique to every defender of the Motherland, regardless of his military specialization and official position. First of all, these include: high combat readiness, patriotism, loyalty to military duty, honor, high discipline, military companionship, psychological stability, courage, bravery and courage. These qualities of soldiers and officers of the Uzbek army have repeatedly helped him to win over many Uzbeks in defense of the Motherland.

Training of military personnel is a purposeful and systematic activity of the state and society, departmental, public and other organizations, as well as military command and control bodies and officials of the Armed Forces to form and develop the personality of servicemen. with certain requirements that ensure the readiness of military personnel to perform tasks in the interests of defense and national security.

This multifaceted activity is carried out on the basis of the Constitution of the Republic of Uzbekistan, laws of the Republic of Uzbekistan, decrees of the President of the Republic of Uzbekistan, resolutions of the Government of the Republic of Uzbekistan, normative legal acts of the Ministry of Defense. The Concept of education of servicemen of the Armed Forces of the Republic of Uzbekistan, first of all (2009).

According to the guidelines, the military training system is the most important tool for building a healthy morale of the troops. It is built on the basis of centuries-old military traditions, patriotism and respect for the peoples and nations of the multinational Republic of Uzbekistan, recognition of universal values, the best examples of national and world culture. It takes into account the historical experience, current state, problems and development trends of the Uzbek society. At the same time, the military training system is an integral part of the development, training and use of the Armed Forces.

The main purpose of educating servicemen is to form and develop in them the qualities of a citizen-patriot, military specialist and high moral person. Achieving this goal involves a complex solution of many tasks, one of which is the readiness of servicemen to defend the Motherland, fidelity to the Military Oath, personal responsibility for the unconditional execution of orders of commanders (commanders), military duty and the rules of the Armed Forces requirements.

Subjects and objects are the central elements of the education system for servicemen of the Armed Forces of the Republic of Uzbekistan. Among the traditional disciplines of the education system are: commanders and commanders at all levels; headquarters, services, other bodies of military command; bodies of educational work; military teams; military cultural institutions, the most important subjects of the education system are recognized: society; state; local public authorities; mass media; families and close relatives of servicemen; public organizations in military units.

Based on this, all subjects of education are considered as stakeholders and interactors. It should also



be noted that the training of military personnel is a priority in the service of Armed Forces officials at all levels.

More than 70 percent of officers and officers are directly confronted with the training of their subordinates. In the army, after all, many things affect the quality of education: exemplary internal order, the organization of the military service, a personal example of the attitude of commanders and commanders to service, the organization of leisure and recreation, and more many things. This process is not seen as a goal in itself, but as an arsenal of tools to systematically build the human capacity needed to serve in a truly effective Armed Forces.

The education system provides a differentiated approach to different categories of servicemen. The so-called object of training: generals, admirals, officers, orders, orders; sergeants (junior officers)) soldiers, cadets, students without the rank of officer, female servicemen; students of the Temurbek school, cadets, as well as graduates of military units, military orchestras and others.

The interaction of subjects and objects of education in the educational process serves as an integral system. Educational subjects solve educational problems in accordance with their level in the course of their activities.

The content of educational work at all levels is determined by the state policy in the spiritual and moral sphere of society.

The Armed Forces, which has a tremendous educational potential at the social (socio-cultural) level, is a key aspect of public life as an object of public and public administration, including targeted administration for the benefit of strengthening spirituality. Civilians in general and military personnel in particular.

The first and most important subject of education at this level is the state. The state unites the activities of public authorities at all levels, departments, public and other organizations to address a wide range of educational problems on the basis of program methods and a single state policy.

Educational issues are addressed at the institutional level by organizations (military units, military educational institutions, cultural and recreational institutions, etc.) that are specifically designed to address educational problems or have educational functions.

At the socio-psychological level, military collectives, women's councils, and other public organizations act as subjects of education.

At the interpersonal level, education is seen as a practice of interpersonal interaction between the subject and the object of the educational system. The subject of education can be the object itself (self-education).

At the intra-personal level, the subject of education is the object itself (self-education). True discipline is the transition to self-discipline.

It follows from the above that the effectiveness of the military training system will be strengthened in all respects: the existence of state approaches to state-patriotic education of all citizens of the Republic of Uzbekistan based on the development of traditional Uzbek language, values such as patriotism, duty, honor, conscience, responsibility ; To unite the efforts of mass media, departmental, public and other organizations in the interests of state and patriotic education of the citizens of the Republic of



Uzbekistan; implementation of targeted state social policy towards servicemen and their families; personnel, financial and logistical support of the educational process in the army that meets modern requirements; improving the system of training subjects; optimization of the organizational and staffing structure of educational bodies, definition of their functions and tasks; increase the personal responsibility of commanders (chiefs) for the training of subordinates, improve the method of their pedagogical activity.

It is difficult and difficult to find ways to reach the heights of pedagogical excellence. There are no ready-made recipes, universal and appropriate rules for all situations. The art and skill of education requires more.

The question is natural: what should be the direction of the formation of the personality of a modern Uzbek army serviceman, and what is their content?

The content of training of servicemen of the Armed Forces is a set of the main types and directions of education: state-patriotic, military, moral, legal, economic, aesthetic, physical and environmental.

For any seemingly traditional nature of these trends, each of them is filled with updated content today. State-patriotic education influences servicemen to form and develop a person with patriotic qualities of the Republic of Uzbekistan, is able to take an active part in strengthening and improving the foundations of society, is preparing for successful completion. The defense and security of the individual, society and the state.

The main directions of state-patriotic education of servicemen are: formation of an active civil position of the serviceman, which allows him to effectively solve state problems in peacetime and wartime; Building the morale of the Armed Forces on the basis of the heroic traditions of the peoples of the Armed Forces of the Republic of Uzbekistan; creative use of the educational potential of different religions; Improving the international education of servicemen in the spirit of friendship between Uzbeks.

Military education is a systematic and purposeful process of influencing the spiritual and physical development of servicemen to prepare them for the armed defense of the Motherland.

The main directions of military education are: to create conditions and motivation for the development of professional skills of servicemen in the process of transition to the system of contract recruitment of the Armed Forces; to ensure that the professional, moral and psychological training of servicemen corresponds to the tasks they perform; modeling of real conditions of modern combat situation in the educational process; to maintain strict legal order in the organization of military service, daily life and daily activities in military units (subdivisions); creating conditions for the security of military service; providing personal samples of all categories of military servicemen; use of a system of military customs and ceremonies for educational purposes.

Moral education influences the mind, emotions, and will to form the necessary spiritual and moral qualities and qualities in servicemen.

The main areas of moral education are: informing servicemen about the requirements of society for their professional and moral appearance; explain to them the social significance of military service; encouraging the moral self-improvement needs of servicemen; apply the impact of education in



accordance with the level of moral maturity of military personnel.

In this process, the personal meaning of ethical principles and norms is formed, implemented and experienced, negative actions and behaviors are prevented, moral feelings such as responsibility, pride, etc. are formed. It is also important to organize their activities in accordance with the purpose. and courage. The individual characteristics of servicemen, the influence of public opinion, and the healthy socio-psychological climate in military communities should be studied and used for educational purposes; to use the moral and spiritual potential of public associations in the interests of educating servicemen.

Legal education is a purposeful and systematic approach to the minds, emotions and psychology of servicemen in order to form stable legal ideas, beliefs and feelings in their minds, feelings and psychology, to form in them a high legal culture, skills and habits of active legal behavior. 'is a mystery. The main directions of legal education: organization of legal advocacy; improving the theoretical and methodological training of military personnel on legal issues; mobilization of military personnel and the military community for active participation in the process of legal education; generalization and dissemination of best practices in legal education; monitoring compliance with the rule of law, order, military discipline and disciplinary practice; organization of legal protection of the interests of servicemen and their families.

Economic education is the influence on the formation of economic knowledge, skills, abilities and personal qualities in military personnel necessary for the successful performance of their official duties. The main directions of economic training of servicemen are: creation of conditions for successful development of economic relations in the Armed Forces; formation of respectful attitude to state property, rational use of material, technical and educational-methodical means; use of economic incentives in educational work with servicemen; establishment of economic schools for military personnel in military units for the purpose of general economic education; promotion of economic knowledge on the economic issues of the life of the military unit (unit); training military personnel to anticipate and evaluate the economic consequences of their activities.

Aesthetic education is the impact on military personnel to diversify the emotional and emotional realm of their mental world.

The main directions of aesthetic education of servicemen are: formation of aesthetic attitude to military service, military duty, military environment, subjects and objects of professional activity; instilling an aesthetic attitude to military uniforms; Enhancing the aesthetic content of MILITARY ceremonies; Get acquainted with the artistic and creative life of the Armed Forces, the work of military artists, writers, composers and poets; introduction to military issues in theater, cinema, literature, painting.

Physical training is the formation of moral-volitional, combat and psychological qualities necessary for servicemen to improve their physical culture, actively organize their leisure time, strengthen and strengthen their health, perform combat (combat training) and other tasks. .

The main directions of physical training of servicemen are: organization of planned physical training of different categories of servicemen in accordance with the tasks and types and types of troops; sports events; active organization of leisure time of employees on weekends and holidays; promoting a healthy



lifestyle; popularization of the best sports achievements.

Environmental education is the formation of the ecological thinking of servicemen, the formation of the necessary economic, legal, moral, aesthetic views on nature, the role and place of man in the protection of the environment.

The main directions of environmental education of servicemen are: explanation of the causes of negative environmental consequences of military activity and ways to prevent them; involvement of military personnel in practical nature protection activities; conducting environmental training for military personnel.

The main types and directions of military training are interrelated and have their own characteristics. Education implies a holistic approach, unity and coherence of all its components, and its correct application ensures high-quality operation of the military education system, achieving a certain level of its efficiency and effectiveness.

## **Instructions:**

In the introductory part of the lesson, the leading audience should focus on the relevance of the topic to their military careers. After all, the effectiveness of educational work depends on the degree to which they master the pedagogical skills of education. A brief analysis of the training activities of each unit officer is required.

In explaining the content of the first training question, the audience's attention should be drawn to the fact that the instructional documents on education require solidarity and concerted participation in the training of military personnel by commanders and commanders of military forces. all levels and this is one of the priorities of their formal activities. In addition, each of them assumes personal responsibility for the results of the training of subordinates.

When considering the issue of secondary education, it is necessary to focus on the so-called pedagogical technologies that officers-teachers should apply in their daily activities. After all, the effectiveness of education depends on the correct and consistent use of the forms, methods and tools of educational influence.

In conclusion, the effectiveness of military training is largely determined by the authority of the officer, who is the central representative of the army. This is primarily due to his high professionalism and fatherly attitude towards his subordinates.

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# Academica Globe: Inderscience Research

ISSN: 2776-1010      Volume 2, Issue 5, May, 2021

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