



PROFESSIONAL EXCELLENCE OF MILITARY EDUCATION TEACHERS IN THE CHANGING EDUCATIONAL PARADIGM

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ABSTRACT

This article discusses the study of the problem of professional skills of military education teachers in pedagogical and psychological research. In improving the constructive activity of a military teacher, it is also important to take into account the use in universities of information and automated training systems that influence pedagogy, strengthen the role of this type of activity, and require the development of scientific foundations for training and education with the help of psychological and pedagogical research.

KEYWORDS

Professional skills, teacher, military education, pedagogical and psychological research.

INTRODUCTION

The design of a system of military education adequate to the challenges of the 21st century is connected with the preparation of teachers of a military university for professional pedagogical activity. In many ways, the quality and level of readiness of military personnel, ensuring the country's military security, preventing wars and armed conflicts, as well as building a professional army that meets the highest international standards, largely depends on their successful activities.

Modern paradigms of human education (information-pedagogical, advanced, student-oriented, global education systems) impose new requirements on the nature and content of pedagogical training in a higher educational institution. Hence, the goals of modern education are considered as the education of a personality and its spiritual and moral education, mastering the methodology of a systematic approach, training a professional, which involves the development of a theory of fundamental training of a



teacher of a higher professional school on the basis of pedagogical science of science. In this regard, it is necessary to analyze the professional activities of military teachers, reveal the pedagogical characteristics of the educational process, the main types of classes and the pedagogical technologies used to improve the level of teaching, explore the essence of the pedagogical competence of a military teacher and the requirements for him, consider the features of officer activity, determined by the nature of the military services.

An analysis of the psychological and pedagogical literature allows us to note that professional and pedagogical activity was studied by domestic scientists in various areas: the training of teachers in higher education in the context of personal conditioning (V.A. Slastenin); professionalization of the activities of teachers (N.V. Kuzmina); the structure of pedagogical activity (N.V. Kuzmina, V.A. Slastenin, A.I. Shcherbakov); pedagogical profession as an activity (F.N. Gonobolin); ways of adapting to activity (V.S. Merlin).

It should be noted that all approaches to the issues of training specialist teachers, one way or another, are connected with the concept of “professional activity of a teacher”. So, N.V. Kuzmina, Yu.N. Kulyutkin, V.A. Slastenin, A.I. Shcherbakov in their writings considered the professional activity of a teacher from the standpoint of the content of the activity structure. In the concept of pedagogical activity V.A. Slastenin, the structure of pedagogical activity consists of three types of personality education: ideological, professional-pedagogical and cognitive.

From the point of view of the problem we are studying, the approaches to the formation of the professional activity of a military teacher, developed by S.I. Ershova. In her works, pedagogical skills and abilities as part of

the training system in a military university and as a process accompanying activities related to the development of specific competencies of cadets in a military university act as the main components of the qualification of a military teacher. In our case, this process is concretized by the formation of an officer as a teacher in a military university.

1. A major contribution to the development of the problem of organizing the professional activities of a military teacher was the functional theory proposed by N.V. Kuzmina. In the description of this activity, constructive, organizational, communicative and gnostic components are singled out. Each of them corresponds to a certain group of work functions, as well as pedagogical abilities as an individual form of reflection of the structure of pedagogical activity. According to N.V. Kuzmina, pedagogical skills are necessary for the implementation of socio-pedagogical (teaching, educational, developing) and methodological (self-education, research work) functions of a teacher. Based on the essence of pedagogical skills, the author determines the indicators and criteria for assessing the level of their development. Thus, the readiness of a university teacher for professional activities can be considered based on such components that would ensure the implementation of the constructive, design, organizational, communicative and gnostic activities of the teacher during his formation in new working conditions.

2. Based on the concept of N.V. Kuzmina, A.I. Shcherbakov proposed his own functional structure of the professional activity of a teacher of a military university, highlighting general professional and special subsystems in it. From the point of view of labor psychology, the author defines general professional activity as conscious, expedient, planned, which is accompanied by design, that is, mental prediction of



the future product of the result of labor and programming of the entire complex of operations. He refers to the functions of a special subsystem information, mobilization, development and orientation. Together, they are aimed at solving specific problems of training, education and development.

3. And yet, according to many researchers, the leading structuring element of the teacher's activity is constructive activity related to the preparation for classes, the selection and distribution of educational material according to the elements of the lesson, and the distribution of time.

4. The study of pedagogical literature devoted to the issues of professional activity of teachers of a military university allowed us to formulate a general concept of the professional activity of a military teacher. Under the professional activity of a teacher of a military university, we mean activities aimed at mastering military professional competencies by cadets, developing personal qualities necessary for the performance of their military duties.

5. Since the professional activity of teachers of military universities is a pedagogical process, its functioning is subject to general pedagogical laws. This assumption can be verified both by analyzing the theory and in the course of an experimental study of the pedagogical training of teachers.

6. 1. The purpose and objectives of the professional activities of teaching staff depend on the ideology and policy of the state in the field of education, which is natural. So, for example, in modern conditions, the goals and objectives of increasing the effectiveness of the pedagogical activity of teachers of military universities are determined by the State educational standards, which constitute an important component of the state order for the training of

specialists. The study of this pattern showed that its effect is manifested in the need to establish initial data for creating conditions for the development of readiness for professional activities of teachers of military universities, which include: the development of departmental requirements for the content of professional pedagogical activity of teaching staff of military universities; determining the need for teaching staff for military universities and establishing the number, specialties, levels and profiles of their training.

7. 1. The study of the relationship between the theory and practice of the professional activities of teachers in military and civilian schools made it possible to establish that it also has a natural character. The action of this pattern is due to the fact that, acting as the most important element of the military education system, the professional activity of teachers is at the same time an element of preparing cadets for mastering civil and military specialties.

At the same time, the content, organization, and methodology for increasing the efficiency of the system of professional activity of military university teachers are in many respects similar to similar components in civilian universities. This pattern is also manifested in the uniform requirements for the organization of pedagogical training of teaching staff in civilian and military educational institutions.

8. An important pattern that we have discovered is the dependence of the effectiveness of the professional activities of teachers of military universities on the level of development of psychological and pedagogical science. Historical experience shows that the very fact of the formation of pedagogy as a science is the most important condition for the emergence of the first pedagogical educational institutions. With the emergence and development of psychological and pedagogical science, it became possible to study the



theory and practice of training and education as an integral part of the content of the professional activities of teachers, the practical manifestation of which is the inverse dependence of the development of psychology and pedagogy, especially higher military school, on the level of scientific research of its problems and psychological pedagogical qualification of researchers.

Among the many elements of the structure of the professional activity of a military teacher, four main areas can be distinguished: constructive (designing), organizational, communicative, and scientific research. Describing the essence and characteristics of the activities of a military teacher in each of these areas, we established the following.

1. Constructive activity is aimed at creative processing of educational material in relation to the composition of the audience, taking into account the individual psychological characteristics of the trainees, their level of development, the goals and objectives of training. Creative processing of educational material is associated with its selection, composition, and the creation of plans. This work is important because all the organizational and communicative activities of the teacher are built on its basis. The nature of the teacher's constructive activity changes with the growth of pedagogical skills.

In improving the constructive activity of a military teacher, it is also important to take into account the use in universities of information and automated training systems that influence pedagogy, strengthen the role of this type of activity, and require the development of scientific foundations for training and education with the help of psychological and pedagogical research.

The constructive activity of the teacher is very important in the preparation and conduct of classes in

operational-tactical disciplines. The ability to analyze the situation helps him to formulate tactical tasks, to model the actions of trainees in a given situation, to evaluate the effectiveness of methods and forms of training. Teachers of engineering disciplines, having the skills of constructive activity, can more successfully develop engineering thinking among students and cadets, teach them to identify equipment malfunctions by direct and indirect signs, read drawings, diagrams, evaluate the technical perfection of units, assemblies, devices. For a teacher of social sciences, it is expressed in the development of students' abilities to evaluate phenomena, processes and events and draw practical conclusions from them.

2. Organizational activity is at the same time the practical implementation of projects, methodological plans of the teacher and a condition for more effective design. The efforts of the teacher in the organizational field are mainly aimed at a clear, accessible presentation of educational material; certain regulation of their behavior in each specific learning situation; organization of the activities of students and cadets in school and extracurricular time.

The organizational activity of a military teacher includes not only conducting scheduled training sessions, but also his participation in educational work during extracurricular time, in the activities of the military scientific society of cadets, assisting students in the process of independent work, etc. Skillful management of extracurricular activities allows you to more actively influence the educational process as a whole. Close contact with students helps the teacher to effectively influence them, taking into account their individual psychological characteristics, knowledge of which makes it possible to find and apply the most effective means of pedagogical influence on them, and predict their activities during the period of subsequent military service.



3. In the structure of the work of a military teacher, a special place belongs to communicative activity - the establishment of such relationships with trainees that contribute to the most effective solution of the pedagogical problem, create favorable conditions for achieving the goals set in training and education.

The teacher of a military educational institution directs the educational activities of cadets. At the same time, it performs various functions: it develops the students' cognitive and professional interest in the subject; improves their abilities and skills to independently acquire knowledge, master professional skills; forms creative abilities, introduces to scientific work; analyzes the work of trainees and controls their assimilation of knowledge, skills and abilities. When solving this complex of interrelated tasks, the teacher acts, first of all, as an organizer of educational activities. At the same time, he also performs the function of an educator.

At present, it is necessary that training form a new type of thinking, a new style of activity, aimed at a more effective solution of the tasks that can be assigned to officer cadres. In other words, we need an active search for intensive methods, forms and means of teaching. Targeted checks of the quality of teaching show so far insufficient use of methods and forms of teaching that develop the cognitive activity of cadets (problem-search methods, discussions, interviews, business games). Based on the foregoing, it follows that one of the priority areas of the pedagogical process in a military university should be the intensification and optimization of cadet training.

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