



IMPROVEMENT OF PROFESSIONAL COMPETENCE OF MILITARY TRAINING CADETS BASED ON COOPERATION TECHNOLOGY

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Abstract

The article considers the improvement of the professional competence of military training cadets based on cooperation technology, and evaluates the concept of competence in the modern educational process. The positions of domestic and foreign authors to the problem of "competence-based" approach in the educational process are considered. The author reveals the characteristics and formation of the military-professional competence of cadets in the process of training in military educational institutions.

Key words: professional education, competence, professional experience, military professional competence.

The educational process is a purposeful, systematic educational, methodical and educational activity of the command, teaching staff, commanders of educational units, students and cadets, which is based on the organic unity and interconnection of teaching, learning and education.

The main component of the educational process are training sessions. The military reform currently being carried out in the Armed Forces of the Republic of Uzbekistan has significantly increased the requirements for the quality of officer training, which automatically entailed higher requirements for the quality of training sessions [3].

What is meant by professional training (professional competence)? The professional competence of a cadet is understood as an integral characteristic that determines his ability as a military specialist to solve professional problems and typical professional tasks that arise in real situations of training and combat activities, using knowledge, professional and life experience, values and inclinations.

As components of the structure of professional competence, in addition to professional experience, we distinguish the following components: the ability to systematically perceive professional reality, the ability to freely navigate in the subject area, manufacturability, the ability to integrate with "other" experience, creativity, and the ability to reflect. The listed components of professional competence can be considered as closely interrelated and normatively necessary for the successful activity of a specialist in modern conditions [5].





In the scientific literature, there is a variety of views on the nature and essence of professional experience, which is understood differently by different specialists. In some cases, it is considered as a combination of knowledge, skills and abilities (K.K. Pulatov). Other authors consider it as a human activity distributed in the mind of a person (A.V. Kudratov, E.A. Klimov), or, for example, as a complex system that includes methods, techniques and rules for solving professional problems (G.A. Ball, Y.N. Kulyutkin, L.M. Shukhratov, S.Yu. Choriev, A.F. Eshmurodov). Also, as a set of events updated by a specialist in various professional situations (A.Ya. Antsupov, A.P. Muhammadov); images of experienced events ordered in the mind (A.A. Botirova, I.A. Kolesnikova) or as a result of mental processes, in which all professional knowledge, abilities, skills, methods and technologies of activity that a person encounters in his life are fixed (A.V. Khasanov, Yu.G. Fokin), etc. At the same time, the attention of researchers was more focused on the problem of mastering experience by a developing personality, to a lesser extent on the problem of forming experience in the process of professional activity, and the question of learning experience was not actually raised. All of the above allows us to derive a definition of professional competence, which is the total experience of an individual in the field of his professional activity.

The variety of forms of professional competence is differentiated in the study depending on:

- On the nature of the subject (individual, cumulative, integrative experience);
- Spheres of obtaining (theoretical, practical, research, experimental experience);
- From priority activated personal spheres (cognitive, emotional, communicative, behavioral experience);
- From the subject content of the activity (the experience of counseling, the experience of collective education, the experience of testing, the experience of developing education);
- From purposefulness of formation (organized or spontaneous experience);
- From the result obtained (successful or unsuccessful experience);
- On the degree of awareness (conscious, unconscious experience);
- On the degree of novelty (traditional, mass, advanced, creative, innovative experience).

We understand the professional competence of cadets of military educational institutions as the process of becoming a cumulative experience of mastering military professional activities by a cadet in organizing the operation of artillery weapons, its maintenance during educational, training, and professional training, which allows us to perceive future professional activities holistically and act systematically in it [4].



At the same time, the following characteristics of professional competence are distinguished: volume and diversity, situational design, orderliness, differentiation, integration, organization, individualization, selectivity, a tendency to semantic integration, operationally, productivity and innovative orientation.

The formation of the professional competence of a specialist based on the presented characteristics includes the formation of a wide range of military professional training skills, mastering the methods and methods of using and operating artillery systems, making calculations, developing and issuing service documents, and developing training standards. The analysis of practice showed that from the standpoint of the formation of the professional competence of a specialist in a cadet during training, it is more productive to consider not two leading types of activity - teaching and military labor, but two different stages in the development of professional activity in its genesis.

We designate manifestations of professional competence of a specialist at the level of activity with the help of the concepts of "professional qualification", "professional skills", "professional culture", "professional productivity", "technological range of a specialist". Each of them reflects a certain facet of the professionalism of a specialist [5].

The qualification characteristic of a specialist is always associated with the level of his education and is regarded as a certain way of organizing thinking and activity (V.D. Sharipov). Professional culture indicates, first of all, the specifics of the subject of professional activity, the uniqueness of his contribution to the development of the professional sphere. It is in the concepts of "professional culture" and "professional skills" that the qualitative specificity of a specialist is reflected. Professional mastery acts as a kind of result of the development of a specialist and expresses the achievement of the completeness of professional quality and, at the same time, the ability to creatively overcome the normative limits of activity. On the basis of this structure of a specialist's professional experience, it becomes possible to move from the use of individual skills and abilities to a systemic perception and construction of military professional activity. The ability to systematically perceive the surrounding professional reality helps in building an indicative basis for actions, creating predictive algorithms for professional activity and reaching the level of conceptual professional behavior [1].

The process of training cadets is significantly influenced by external factors. This is the prestige of the profession in society; military education system; economic forces; moral and psychological climate in the university; pre-university military-patriotic training and education; quality of professional selection, mass media, family.





Often, not the best cadets of universities go to military units from military schools. Negative selection is a consequence of the low status of the officer's profession. In the study, the low prestige of the officer's profession was noted by every fourth of the respondents. A contradiction is revealed between the declared concern for the officer, the army as a whole and the real state of affairs in the Armed Forces.

The modern institute of education offers the cadet a variety of scientific disciplines in the chosen specialty, and makes it possible to conduct practice. Among the most significant values, the polled cadets name military honor and dignity - more than 40 percent, discipline - 40 percent, physical conditioning and good health - 33 percent, collectivism and military partnership - 30 percent, independence - 25 percent. Not every third cadet surveyed is sure that he has enough knowledge, skills and abilities to successfully serve in the army as an officer. Only 60 percent of the cadets surveyed assessed their training for the operation of standard equipment and weapons that meets modern requirements.

The main reasons for student dissatisfaction with their studies include:

- 1) Lack of time to develop practical skills in equipment and weapons (53%);
- 2) Outdated educational and material base (38%);
- 3) Poor use of modern educational technologies in the educational process (33%);
- 4) Insufficiency of study time allocated for teaching the practice of working with people (20%).

The high dissatisfaction of the cadets lies, on the one hand, in the shortcomings of the organization of the educational process of a particular higher education institution, and on the other hand, in the problems of reforming the system of military education. Some of the problems can be removed by the efforts of the command of higher education institutions, which can positively influence the desire of their graduates to serve in the Armed Forces. Issues of social and legal security are of no small importance in the life of cadets. The conducted research confirms the presence of the problems of the military education system listed above: 46.0% of the respondents pointed to the isolation of university programs from life; 38.0% of respondents - for insufficient experience in officer service (internships) during the period of study; up to 30.0% of cadets are not interested in obtaining professional knowledge.

In addition, the influence of individual subjects of the educational environment on the process of professional training of cadets was revealed. About 46.0% of respondents indicated that officers and teachers have a positive impact on professional training. They provide professional assistance and support during their studies at the university. At the same time, 26.0% noted an overestimated level of requirements on the part of teachers, and 35.0% - excessive regulation and control of cadets' activities.





The next important subject of respondents' interaction in the educational environment is cadets. The study showed that the majority of cadets (80.0%) characterize the emerging relations as comradely, based on mutual assistance, which cannot but positively influence the process of professional training.

Thus, the study showed the ambiguous influence of the institution of military education on the professional training of cadets.

The study proved that the important subjective factors influencing the process of professional training of cadets are the system of values, the motives for choosing an officer's profession and the personal abilities of cadets. In the course of the study, the typologies of cadets' professional training strategies developed by us are presented. A combination of features is taken as the basis of the typology: motivation for entering a military university; intentions to serve (to go to the civil service) before reaching the age limit; level of professional training. As a result, four types were identified: "professional officer", "potential professional officer", "quasi-professional officer", "undecided competent specialist" [4].

The first type - "professional officer" - is characterized by the motivation for choosing a profession, associated with the correspondence of the profession to personal inclinations and interests, as well as with an understanding of the importance of the officer's profession. Cadets of this type have an intention to serve in the Armed Forces of the Russian Federation until they reach the age limit; the desire and need to become an officer is clearly expressed. Among the surveyed cadets, 26.0% are carriers of this type.

The second type is "officer - potential professional". This group is made up of cadets who intend to serve in the Armed Forces until the deadline is reached. The motives for choosing a profession are an understanding of the significance of the officer's profession and the motive for calling. Cadets have an average level of knowledge, skills and abilities, but their efforts are not always adequate to their existing abilities or the presence of important personality traits for mastering a professional role. The share of cadets of this type in the sample is 30.0%.

The third type is "quasi-professional officer". They are characterized by the motivation for entering a military university - an understanding of the social significance of higher education and the availability of abilities necessary for this profession. Cadets belonging to this type have doubts that the upcoming professional activity meets their needs. As for the military career, they have not fully decided, for them the transition to the civil service is not ruled out. They are characterized by a conscientious, responsible approach to mastering special, military-professional knowledge, skills



and abilities. As a result, they have good professional knowledge, skills and abilities. Among the respondents, the proportion of representatives of this type is 21.0%.

The fourth type is "undecided competent specialist". The leading motivation for choosing a university for cadets of this type is the "opportunity to receive free higher education." Cadets after graduation do not intend to devote their lives to a military career. As a rule, most of them have an average level of professional knowledge, skills and abilities. For many of them, individual adaptation to the conditions of a military university turns into a severe necessity in order to obtain a higher education, and therefore has a passive and forced character. Among the surveyed cadets, the share of representatives of this type is 23.0%.

Observations made in a number of subdivisions, as well as an analysis of the behavior of cadets of different training courses, allow us to formulate the following proposition: the quality of the organization of the educational process has an effective influence on the formation of a positive attitude towards the upcoming military professional activity.

The aforementioned directions and concepts of improving the quality of officer training should be addressed in a comprehensive manner, under the strict control of the heads of military educational institutions. All of the above has a significant impact on the formation of military-professional competence of graduates.

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