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IJIEMR Transactions, online available on 19th April 2021.

Link: <https://ijiemr.org/downloads/Volume-10/Issue-4>

DOI: 10.48047/IJIEMR/V10/I04/63

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Volume 10, Issue 04, Pages: 256-259.

Paper Authors:

Ochilov Rustam Zoxirovich



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CHALLENGING PROBLEMS IN MILITARY EDUCATION IN HIGHER MILITARY EDUCATIONAL INSTITUTIONS

Ochilov Rustam Zoxirovich

National Guard of the Republic of Uzbekistan
Military Technical Institute Group Commander Captain

Abstract: The author expresses his views on the problems of improving the quality of teaching special military subjects in military training centers of higher educational institutions of the Republic of Uzbekistan, based on the relevant experience of training centers in military institutions.

Keywords: military special sciences; teaching method; military training centers; improving methodological skills; forms and methods of teaching and educating students; military expert.

Introduction

Changes in the process of training military personnel in the Republic of Uzbekistan, the evolution of military industry, the use of military tactics, the need for qualified specialists to solve military professional tasks in a dynamic environment. It also places new demands on the educational process in the military training centers of their countries. And that, of course, is a requirement of the times to keep up with the times at a time when technology is so advanced.

The Decree of the President of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019 also notes that a number of pressing issues and shortcomings in the training of highly qualified personnel remain unresolved today. The decree listed the following shortcomings:

a) in the field of higher education coverage and quality assurance:

enrollment in higher education remains low;

the current qualification requirements, curricula and programs are not focused on the formation of practical skills in graduates in terms of content, the share of non-specialized subjects in the curriculum remains high;

the work on training in cooperation with higher education institutions and staff is not effective, the participation of employers in the formation of the content of higher education is insufficient;

students do not have the skills of critical thinking, independent search and analysis of information;

practical training in manufacturing enterprises is not effectively organized, the qualification level of trained specialists does not meet the modern requirements of the labor market;

the professionalism of professors and teachers lags behind today's requirements due to the low level of mastery of foreign languages and information and communication technologies;

the shortage of textbooks remains, most of them do not meet modern requirements, the work on improving the quality of textbooks, the use of foreign literature as additional or alternative textbooks is not sufficiently organized;

there are no transparent mechanisms for conducting science Olympiads in higher education institutions, and work with Olympiad winners is not systematically established;

there are no mechanisms for the selection of talented young people for higher education;

the system of professional development of pedagogical staff is not effectively organized, including the involvement of highly qualified professors and teachers in educational institutions, the potential of students is not taken into account in the training;

there is a need to strengthen the spiritual and moral content of higher education, to educate young people in the spirit of respect for national values, humanism and patriotism on the basis of high spiritual ideas, to further develop their immunity against foreign ideas and ideologies;

b) in the field of research and innovation:

the scientific activity of higher education institutions is not organized on the basis of the prospects of socio-economic development of the regions, the activity of forecasting innovative development on the basis of analysis is not established;

insufficient effectiveness of innovative activities, widespread implementation of research results, commercialization of scientific developments, involvement of talented young people in research, lack of strong integration of education, science and industry;

the scientific potential of higher education institutions is only 36.4%.

One of the ways to improve the military training of cadets in higher education is to equip these military training centers with professors and teachers who have a high level of both theoretical knowledge and practical skills, as well as the ability to grow professionally. is to kill.

Analyzing the quality of the work of the teaching staff of military training centers of a number of universities, it can be said that in the recent past they have been acquainted for many years with former officers and military service practices in senior positions in military units. military personnel who know military units, military tactics perfectly in all respects, as well as other practical aspects of military operations are the most valuable today. However, some time after their transfer from military units and divisions to universities, they face difficulties in communicating their knowledge to cadets and trainees, as secession from the army makes it difficult to understand their true situation and the role of governing documents in the armed forces. 'affects changes. In addition, officers may have sufficient knowledge and skills to

have practical knowledge, but in many cases they do not have the pedagogical knowledge and skills to pass on their knowledge to cadets. All of this will help students develop the necessary knowledge and skills for military service in the future. Therefore, teachers need to constantly improve their pedagogical and methodological skills due to the lack of pedagogical knowledge and methodological training.

They are now successfully performing their functional tasks, skillfully training teachers who are constantly improving the teaching methods for students and cadets, and showing creativity in the conduct of training sessions. The skillful combination of different forms and methods of teaching and educating students studying in military training centers of higher education allows them to successfully solve the set educational tasks and achieve the goals of teaching [1]. The tragic trends in the development of military education can be seen in a number of military publications. The main ones are:

1. Inadequate methodological training of teachers of special military disciplines, significant shortcomings in pedagogical communication with students in military training centers of higher education institutions.

2. Ineffective use of the scientific potential of teachers of military special subjects, which is often characterized by a lack of positive incentives in the teaching and research work of officers and civilian teachers, which leads to the formal performance of only what is necessary by them. .

3. Due to the expansion of educational institutions, the reduction of a number of universities, postgraduate studies and the limited number of retraining and advanced training courses, the level of training of research and teaching staff for additional vocational training courses is insufficient.

4. Decrease in efficiency of interdepartmental interaction between military training centers of higher educational

institutions and military command and control bodies Management of military education Higher and secondary special education of the Republic of Uzbekistan In connection with the transfer to the competence of the Ministry [2].

An analysis of the pedagogical performance of military science teachers revealed a number of contradictions in modern university practice. The identified shortcomings include:

- the requirements for a high level of training of a qualified military specialist and the inability of teachers to improve their skills;

- Problems of extensive practical experience of military service (experience in the organization of combat training in the army (tactics, fire drills, etc.), personal experience of teachers in combat operations and knowledge and skills in the organization of their educational process and lack of skills) is the main reason why teaching methods are not taught in military training centers of higher education institutions in special training grounds.

- The need to organize methodological work in special military departments that meet the requirements for teacher training, including the use of the potential of teachers in the humanities, and the lack of scientifically based pedagogical conditions and ways to implement them.

Therefore, it seems really important to determine the essence, structure and content of the process of improving the quality of methodological skills of teachers of military special sciences on the basis of theoretical analysis of the resource base and the results of experimental work. It is also important to substantiate the main pedagogical methods of increasing its effectiveness.

Undoubtedly, the pedagogical significance of improving the quality of methodological skills of teachers of military special disciplines deserves special attention. The content of the study process has been clarified, which is reflected in the systematization and provision of

continuous improvement of methodological skills of teachers of military special disciplines.

A teacher's methodological skill can be described as a high level of pedagogical skill that is manifested in the rapid, precise, and conscious implementation of a particular impact on students to solve specific pedagogical problems. Therefore, methodological skills are an indicator of the level of methodological skills of a teacher [3].

The personal component of a teacher's methodological skills describes his or her important professional qualities, as well as his or her pedagogical orientation and motivation.

The professional pedagogical direction includes:

- interest in the profession of the pedagogical worker, confidence in its social significance;

- the need to achieve educational goals;

- meet the requirements for an officer-teacher of military special disciplines.

Therefore, the criteria that reflect the level of methodological skills acquired by teachers of military specialties are as follows:

cognitive, operational-active, personal, and effective, it consists of two components: an internal criterion that reflects the level of individual methodological skill achieved by each teacher. and the external criterion is reflected in the dynamics of these cadet successes.

As a result of the analysis of the current state of the problem of improving the quality of methodological skills of teachers of special military sciences, we have found that its solution lies in one way or another in the plane of increasing the creative potential of teachers. The presence of a certain level of methodological skills and pedagogical creativity in a teacher presupposes the manifestation of creativity, i.e. the ability to create pedagogical innovations without stereotypical action.

The study revealed the following:

- The urgency of improving the quality of methodological skills of teachers of military special disciplines in military universities was confirmed and reasonable pedagogical methods of its implementation were proposed;

- A definition of the quality of methodological skills of teachers of special military disciplines, which reveals the status of teachers' methodological skills and abilities, their effectiveness and compliance with the requirements for the level of special military training of cadets;

- Based on the results of the study, practical recommendations have been developed, the implementation of which, in our opinion, will help to improve the process of improving the quality of methodological skills of military educators in military training centers.

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