

THE IMPORTANCE OF A METHODOLOGICAL MODEL
IN DEVELOPING THE PROFESSIONAL COMPETENCE OF CADETS
IN MILITARY EDUCATIONAL INSTITUTIONS OF THE MINISTRY
OF DEFENSE

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Annotation: This article describes the place and role of a methodological model in improving the professional competencies of cadets in higher military educational institutions.

Keywords: professional competence, economic and socio-cultural, military specialization, military personnel, innovative-pedagogical, systematic approach, analytical, formative, and result-oriented.

In our country, the system of training highly qualified personnel in the field of education (including military education) is continuously being improved as part of ongoing reforms. It is also worth noting that continuing to introduce pedagogical technologies, innovations, and new pedagogical and psychological concepts into the education system, as well as adapting pedagogical activities to modern requirements in the teaching process, remains a pressing task for those responsible for the education sector [1].

In today's complex and turbulent times, the process of developing higher military education is long and multifaceted. Therefore, one of the main tasks is to support this process by organizing the technological platform of the existing pedagogical system for developing cadets' professional competencies based on the principles of open information systems. This requires the systematization and characterization of the pedagogical conditions for theoretical and practical education, the use of an integrative approach to open systems, and the implementation of digital technologies in military education.

One of the most urgent challenges in the socio-economic and technological development of New Uzbekistan is the issue of training qualified personnel. The need to improve specialist training in the country's higher education institutions is directly connected to the ongoing economic and socio-cultural changes in society. These transformations have introduced new demands on the quality of vocational education graduates. In setting the goals and objectives of education, special priority is given to shaping the motivational sphere of individuals who are ready to take initiative, possess knowledge, and are able to apply it in practice [2].

The successful fulfillment of the state's request for qualified specialists largely depends on how effectively the educational process is organized in higher military education institutions. Therefore, just as in other sectors, personnel training in the military field is one of the essential factors in addressing human resource challenges. The responsibility for preparing military specialists is assigned to educational institutions within the military education system, and today, these institutions are responsible for training a new generation of military professionals.

Military educational institutions are responsible not only for military training, but also for developing professional competencies in cadets. This includes fostering skills such as working with youth, organizing and conducting problem-solving activities, enhancing the effectiveness of learning the subjects taught, and ensuring that students develop into true professionals. To achieve this, the education process must make extensive use of innovative pedagogical and information technologies, increase the proportion of practical training, and better prepare cadets for independent military life and daily responsibilities [3].

Based on the above, it can be stated that the identified pedagogical conditions directly influence the components involved in developing cadets' professional competencies. Military science plays a critical role not only in military educational institutions but also in improving the educational activities across all military units.

Moreover, in order to address knowledge gaps among cadets, a methodological model was developed for professors and instructors of higher military education institutions. This model aims to support the training of future officers with professional competence and to implement systematic, activity-based approaches during their studies at military academies (see Figure 1).

This methodological model consists of three blocks: analytical, formative, and result-oriented.

Analytical block — represents diagnostic and analytical tasks, encompassing goals and objectives. This stage serves to diagnose the initial level of professional competence and determine its compliance. It also includes tasks based on the qualifications and competencies defined by the higher military education institution for training highly qualified specialists.

Formative block - involves organizational and developmental tasks. This block covers the components of developing professional competence in future officers, including patriotic qualities, methods, forms, and principles of practical activity. The organizational and developmental activities focus on cultivating patriotic qualities such as respect for national history, pride in the country's social and cultural achievements, expression of feelings and loyalty, understanding honor and duty to the homeland, and protecting one's country. Additionally, the components of professional competence development are specified within this block.

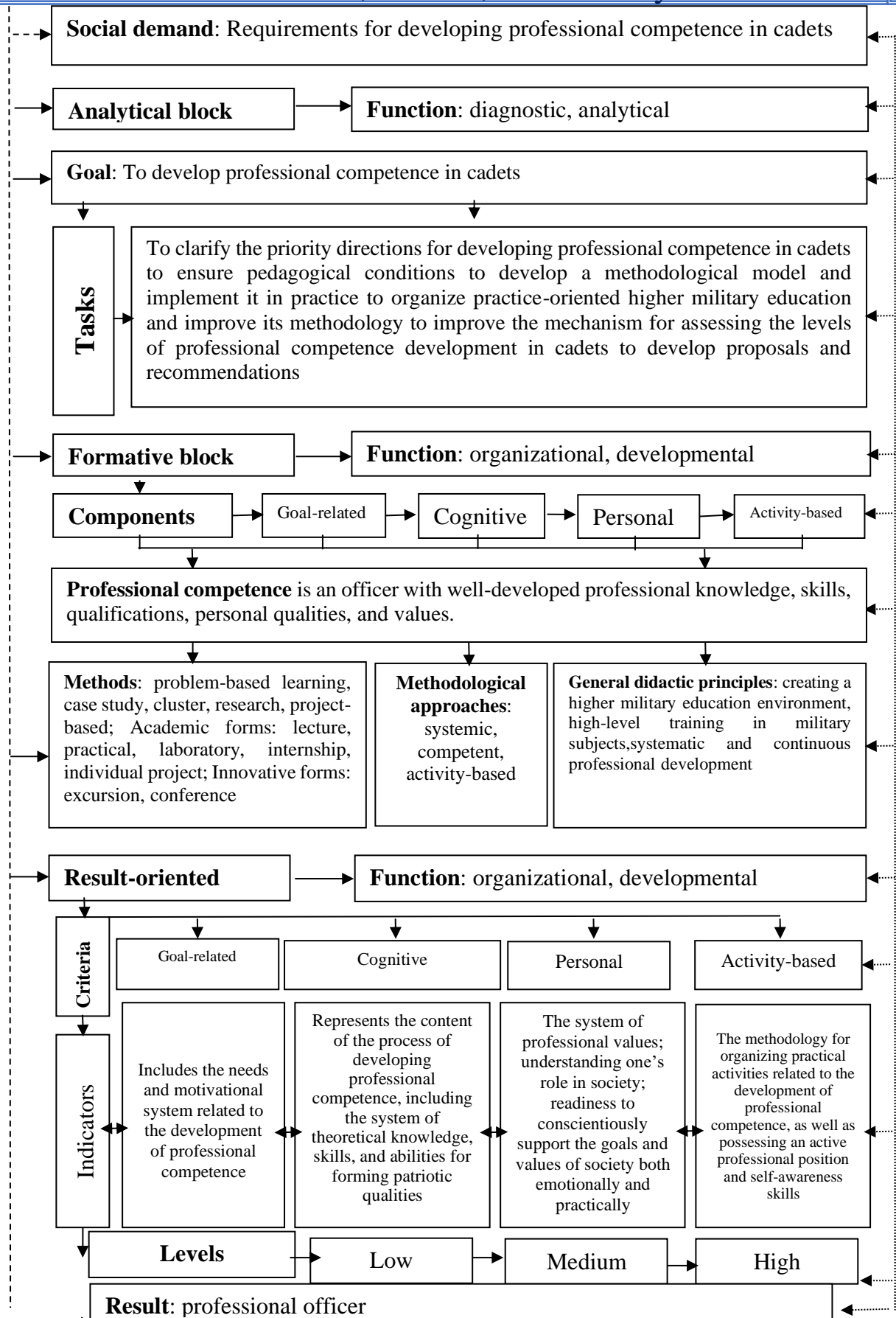


Figure 1. Methodological Model for Developing Professional Competence in Cadets.

Result-oriented block - reflects the criteria (target criteria, cognitive criteria, activity criteria, personal criteria), indicators, and levels (low, medium, high) for the development of professional competencies. This stage characterizes the development of professional competence in cadets who are capable of adequately assessing the results achieved. This component also involves possessing skills in analysis, predicting the level of professional competence development, knowledge and application of scientific-pedagogical research methods, and having a system of knowledge, skills, and abilities to process the obtained data.

In conclusion, it is important to emphasize that the blocks of the methodological model are interconnected and form an integrated whole. They are divided into parts conditionally and theoretically only to clarify the interaction of system components in the process of developing professional competence.

Each block of the model has its own functions, carefully selected content, and didactic features. Together, they address specific pedagogical tasks related to the development of professional competence and require further study in the future. This model serves as a tool to support the development of professional competence in cadets.

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