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Abstract: This article examines the improvement of cadets' motivational skills through the use of interactive methods in the training process.

Keywords: pedagogical technologies, innovations, Asian model, interactive methods, modern teaching technologies.

In recent years, pedagogical technologies, innovations, and newly emerging pedagogical and psychological concepts that have been rapidly entering pedagogical science and the education system have fundamentally transformed the content of education. According to analyses by leading international organizations, among national education systems worldwide, the Asian model of education is significantly more developed than the European model. In particular, Japan, South Korea, Malaysia, Singapore, and China consistently stand out and dominate as a group of small countries (along with Finland and Canada) with the best performance indicators. Additional evidence of the effectiveness of the Asian model is that, precisely due to it, the above-mentioned countries have entered the ranks of the world's most socio-economically developed states. Taking into account the major role of education in social and human development, the international community has developed a number of international legal norms regulating relations in the field of education.

Therefore, in our country as well, one of the main directions of reforms being carried out in the field of education has been identified as increasing the effectiveness of education, developing the level of professional competence and creativity of teaching staff, orienting them toward innovative activities, introducing innovative educational and information-communication technologies into the educational process of educational institutions, studying and purposefully adopting advanced foreign experience, and training specialists through these means as urgent tasks.

In the field of military education, taking into account the analysis of the political situation and potential threats occurring in the world and the region, the development of military education, as well as the training and retraining of military instructors who meet modern requirements, remains a pressing issue.

Because a military instructor is required to possess qualities such as modern thinking, strong communication skills, charisma, ethical and aesthetic awareness, mastery of oratory skills, patience and perseverance; the ability to have and express one's own opinions while also listening to others; a commitment not only to teaching but also to continuous learning and self-development; the capacity to prevent personal moods from negatively affecting learners; high standards and discipline; readiness to answer questions even beyond the immediate scope of the subject area; constant willingness to support cadets and provide guidance; and the ability to conduct the educational process in line with contemporary requirements.

Therefore, in order to encourage cadets to approach subjects creatively and to develop their research and inquiry skills, it is necessary to organize and conduct classes using new interactive methods and pedagogical technologies within the educational process.

Citing the words of the President of the Republic of Uzbekistan and Supreme Commander-in-Chief of the Armed Forces, Sh. M. Mirziyoyev: *"If we wish to see the happiness and prosperity of*

our beloved children and grandchildren, the main and decisive condition is only one—to comprehensively support the younger generation entering life, to open wide opportunities before them, and to mobilize all our capabilities for this purpose,” it becomes essential to enhance cadets’ knowledge and, through this, develop their speech culture, leadership abilities, and interest in educational, scientific, and literary works, as well as to assess the extent of their awareness of modern and military sciences. Today, as a result of educating young people in a patriotic spirit, attempts by unlawful forces to divert them toward various alien ideas and lead them away from our national ideology have become an unattainable task for adversaries.

Thus, the main objectives set before us in the course of training sessions are not limited to imparting knowledge to cadets, but also include fostering interest and motivation toward the lesson topics and improving their abilities by making use of their internal potential.

Based on the requirements of today’s educational process, the teaching profession (including military instruction) is considered a complex and highly responsible occupation that demands great patience and perseverance.

A highly qualified specialist who meets the demands of the times can be trained only by a teacher who possesses extensive knowledge, skills, experience, and professional competence. For this purpose, a teacher is required to be a mature professional who can effectively use modern teaching methods and approaches, educational technologies, and contemporary information technology tools when preparing for and conducting modern classes. A modern lesson is a complex technological process that requires the use of technical equipment, computer technologies, and consideration of the individual characteristics of cadets.

An important factor in a lesson is the relationship between the teacher and the cadets and their joint activity. When determining the forms of instruction, it is necessary to take into account the abilities of the cadets. As is well known, a lesson is a didactic category, one of the organizational forms of education, and represents a specific order and model for mastering knowledge and forming speech skills and competencies.

From the perspective of modern teaching technologies, two important factors are emphasized in designing the educational process:

1. The interaction between the teacher and the learner;
2. The presentation of educational material in a certain sequence based on visual aids.

Another important issue in organizing education based on modern teaching technologies is the use of specific approaches in determining teaching objectives and methods. When discussing methods of knowledge transfer and the formation of necessary speech skills within modern teaching technologies, special attention should be paid to the following: the objectives of the lesson, the nature of the educational material, the forms and methods of teaching, and the relationship between the lesson objectives and the characteristics of the educational content.

In modern methodology, it is customary to divide lessons into two types:

1. Lessons aimed at forming cadets’ skills in using lesson materials in their activities and developing their competencies. In such lessons:
 2. a) introducing new material and teaching its application;
 3. b) teaching the application of new material occupies the central role.
4. Lessons in which cadets engage in communication through various types of speech activity, as a result of which one or all types of speech activity are developed in an interconnected manner.

During the educational process, it is advisable to alternate types of speech activities while taking into account the characteristics of speech activity, educational material, and teaching aids.

When organizing and conducting lessons, as noted by the well-known English methodologist M. Yusset, the main attention should be focused on the following:

- a) allocating more time to students' practice in using speech;
- b) organizing and maintaining constant classroom control;
- c) reducing various forms of student fatigue.

In addition, depending on the type of lesson, the use of the following modern interactive methods and pedagogical approaches by professors and instructors of higher military educational institutions is presented in the table below.

| № | Implementation mechanisms | Interactive methods and pedagogical techniques | Types of lessons |
|---|---|--|--|
| 1 | Carried out using various diagrams, tables, and organizers. | “Venn Diagram,” “T-Chart,” “Organizer.” | Seminar, group exercise, and practical session |
| 2 | Aimed at developing creative activity and logical thinking. | “Essay,” “Mind Map,” “Cluster,” “Collage.”” | Lecture-seminar, practical session |
| 3 | Aimed at assessing cadets' knowledge, skills, and competencies, as well as promoting self-assessment. | “Assessment,” “Concept Analysis,” “Chainword,” “BLISS Survey,” “BLISS Game,” “Wheel.”” | Seminar, seminar-training, practical lessons, and independent study |
| 4 | Aimed at working with texts. | “Key-Stage,” “Insert,” “Boomerang,” “Step-by-Step.”” | Lecture, practical lessons, and independent study |
| 5 | Aimed at solving problems and problematic situations in the learning process. | “SWOT Analysis,” “Problem,” “Summary,” “SCORE.”” | Lecture, seminar, seminar-training |
| 6 | Aimed at activating cadets. | “Brainstorming,” “Cinquain,” “I Know, I Learned, I Want to Know.”” | Lecture, seminar, seminar-training, practical lessons, and independent study |

At the same time, the rules applied by professors and instructors during classes contribute to increasing the effectiveness of instruction. To enhance lesson effectiveness, a number of rules may be observed, including: not missing classes and not arriving late;

setting clear objectives for each lesson and achieving them; using time efficiently; not interrupting others while they are speaking;

observing the culture of listening and asking questions; respecting others' opinions; maintaining mutual respect;

being responsible;

keeping a balanced level of activity, creativity, and constructive attitude;

being organized and proactive;

expressing ideas briefly, clearly, and fluently;

demonstrating mutual respect, goodwill, empathy, and readiness to provide assistance.

These rules help shape an individual with high moral values, broad thinking, and creativity, and also teach respect for the opinions of others.

Taking the above into consideration, the following conclusions may be drawn: improving the effectiveness of military education, developing the level of professional competence and creativity of teaching staff, orienting them toward professional activity, introducing innovative educational and information-communication technologies into the educational process, and studying advanced foreign experience yield high effectiveness in enhancing cadets' professional competence;

a military instructor-who thinks in a modern way, communicates effectively, possesses charisma, ethical and aesthetic qualities, masters oratory skills, demonstrates patience, holds and expresses personal opinions while listening to others, engages not only in teaching but also in continuous learning, maintains high standards, and systematically conducts the educational process in line with contemporary requirements-constitutes a key factor of development; if cadets are able to follow the above-mentioned rules during lessons, freely express their thoughts and ideas without hesitation, demonstrate energy, determination, emotional maturity, and a strong sense of patriotism, and respect the opinions of others, the training sessions will be effective; based on current requirements, the primary task of the educational process is to bring cadets to a level where they work on self-improvement, engage in self-education, and independently seek and acquire knowledge related to their specialty.

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