

## ORGANIZATION OF EDUCATIONAL ACTIVITIES ON THE DEVELOPMENT OF PROFESSIONAL AND PERSONAL TRAINING OF CADETS OF HIGHER MILITARY EDUCATIONAL INSTITUTIONS

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**ABSTRACT:** This article describes the directions for organizing educational activities related to the development of professional and personal training of cadets of higher military educational institutions.

**KEYWORDS:** Military education, educational activities, professional and personal training, activities, tendency.

### INTRODUCTION

Today, the science of military education determines a number of priority trends in the development of the military-professional education system. Due to the change of the order at each new step in the development of society, it is necessary to reconstruct the system itself, first of all, the goals and content of education. This requires the creation of comprehensive educational support of the military-professional education system based on the development of new didactic principles, laws and methods.

These worldwide tendency of the educational system have become much more evident in replacing (changing) the focus on professional training in the higher military-professional education system with the development of abilities for creative activity as the main goal of subordinating all other goals to oneself.

This implies the inclusion of the development of individual creative tendencies and inclinations of the learner in the system of all social relations. If the goals of the creative development of the cadet as a future military specialist are set before the educational system, he should be given the real possibilities of intellectual initiative in practical training, equal rights to activeness and training, not only to accept the goal, but also to set goals and It is necessary to provide opportunities to realize the goal of becoming a creator of one's own knowledge and personality from the state of consuming educational information.

The theoretical analysis of advanced pedagogical experience showed that the most specific direction for improving the quality of training in a higher military educational institution is the creation of psychological and pedagogical conditions in educational activities, in which the cadet can take an active personal place and, as his subject, carry out the most complete self-education. The individual character of knowledge acquisition is the most important psychological and pedagogical condition for the success of educational activities, which can be transformed into a driving force based on knowledge and accounting of the individual characteristics of cadets. The

creation of training technologies aimed at developing the creative individuality of the future military specialist in this area is a central task.

In addition, the tendency of professionalization of training, bringing the higher military educational institution closer to the activities of the troops, and modeling has also appeared.

Higher military education is expressed in the development of new technologies of training, bringing together the activities of institutions and troops, integration of educational, scientific and practical activities. In this case, two directions are noted: on the one hand, from the troops to the higher military educational institution, and on the other hand, from the higher military educational institution to the troops. In the first case, the contents of the troops' activities will be revived in audience training and in a didactically modified form. The other direction is reflected in the wide distribution of cadets in scientific-research work, with the participation of military-scientific societies.

One of the priority trends of modern professional, including military education, is the revision of the organization of educational activities and its editorial management. In theory and practice, the main focus is being shifted from the teacher's teaching activity to the cadet's cognitive activity. This leading goal of the higher military-professional education system requires the development of new approaches to the organization of the entire system of education. It consists, first of all, in the transition from the concept of strict, authoritarian management of the educational and cognitive activities of cadets to the level of subjects of their consistent educational activities, to a flexible management system aimed at the need to implement the principle of activity in training the individual and determining his own fate, future in the profession. In the educational process, such a position is a decisive factor in the development and independent development (self-development) of the individual.

The next tendency in the modern development of the higher military school is manifested in the computerization of the educational process, the development and introduction of new information technologies. Initially, the activities of the main subjects of the educational process – teachers and cadets-change. The change in the means and content of training will have to go to fundamentally new methods of activity.

From the above, it becomes clear that the following are the central trends of higher military-professional education:

reprofessionalization of training: the tendency of the higher military educational institution to be functionally closer to the troops;

the tendency to model the content of the overall professional activity of the future military specialist in training;

the tendency to create psychological and didactic conditions for the development of the creative individuality of a military specialist.

These directions combine in the educational process, reflecting the essence of what is happening in society, the armed forces and science, while ensuring their knowledge in forms of joint activities and communication between teachers and cadets. The highlighted trends are a prerequisite not only to eliminate negative phenomena in military education, but also to bring the system of training military specialists to a new, high level of quality.

It should be noted that the emergence of these trends in the field of military vocational education is an objective phenomenon, since the existing system of training cadets, the main goal of which is to obtain the sum of knowledge, qualifications and skills necessary for future professional activities, cannot fully meet the requirements.

Therefore, it is necessary that modern concepts of teaching are aimed at solving a complex task in the process of forming highly professional cadets, who are capable of making decisions, being creative individuals, capable of independently complementing and updating their knowledge, responding to the successful solution of educational tasks of holistic professional activity. The sought result can be achieved through the use of various technologies aimed at increasing the role of independence, creativity in the cognitive activity of cadets.

This conclusion became the most important argument that the focus of teaching on the development of professional and personal training is the fruit of the pedagogical concept that we are developing as a theoretical basis that combines all the good aspects that exist in the traditional and modern concepts of teaching in itself. Mutually expressed actions of teachers and cadets in training, work as a cadet in the process of study, training, protection of diploma work (project) on military topics, participation in a military-scientific society, military practice – all these forms of Cadet activity embody signs of both study and military activity.

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