

PEDAGOGICAL ISSUES OF THE PROFESSIONAL COMPETENCE OF PROSPECTIVE MILITARY OFFICERS

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ABSTRACT

This article deals with the pedagogical issues of the professional competence of future military officers. The article also explores the meaning of pedagogical aspects that explain the professional competence of future officers, such as skills and competencies, abilities, intelligence, and motivation for success.

Keywords: Military service, military education institution, officer, professional skills, professional competence, competence, simple competence, main competence, pedagogy, military pedagogy, professional abilities.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

As is well known, there is no such great, noble and honorable profession as the protection of the Motherland. Peace, prosperity of our country, successes in all spheres, rise of ideas of independence are because of peace. The services of military servicemen, officers and military educators who selflessly serve the peace of our country deserve admiration. Today there are a number of military educational institutions, military lyceums, sergeant training schools and the only military academy in the country. The ultimate goal of radical reforms in the military sphere is to create a national army that is competitive in the world community and has strong intellectual potential.

These reforms, in turn, give each military educational institution and its officer pedagogues and cadets relevant task. This is because scientific research of such qualities as professional competence, professionalism, technical and tactical training, special abilities and professional responsibility in the future officer cadre is one of the most important. In particular, to explore the solution of these issues through pedagogical science, considered as the solution of some of the most pressing issues in the field of professional competence.

Indeed, pedagogical science is a discipline that examines the laws of education, the individual acquisition of knowledge and skills, and the unique innovative teaching methods. Professional competence is a pedagogical phenomenon that explains the practical and theoretical knowledge and skills, professional skills, abilities and intellectual abilities of all future professionals. In a word, professional competence in the military field is the professional knowledge and experience of future military officers needed to effectively carry out their professional duties, as well as their ability to respond positively to the tasks assigned, and to effectively use their knowledge and experience in the new environment.

At present, every higher military educational institution imposes very high requirements on graduate students. Now cadets are required not only technical and tactical training, but also high professional competence, professionalism, professional reflection, high special abilities. This creates a study of the specific pedagogical aspects of problem research. In other words, the formation of professional skills in the cadets of higher military educational institutions

implies learning as a pedagogical phenomenon. Three important aspects of pedagogical research of the process of forming professional competence in prospective officers are different [1,98]:

1. The main objectives of the future professional activity of the graduate student of the Higher Military Education Institution;
2. Professional suitability, or the ability of the individual to perform complex work under various conditions;
3. Features of professional training determined by the future career of a graduate of a higher military educational institution.

It is worth noting that a number of issues related to the professional competence of graduate cadets cover the substance of the issues including the purpose, objectives and outcomes of military service and its peculiarities. This requires further analysis of the scientific and pedagogical aspects of the problem. That is, it provides for the description of government documents that regulate and legitimize military discipline:

Firstly, to completely fulfill the social duties and objectives of the military, as enshrined in the Armed Forces and other governing documents;

Second, the full adherence to other regulations governing the various objectives of the military service;

Third, the qualities of the prospective officer's professional responsibility for overseeing the spiritual and mental state of the personnel and the tasks assigned to each soldier.

The process of rationally accomplishing these three important tasks by the prospective officers determines the system of advanced professional competence. So far, the scientific conceptual bases of issues such as professional competence, professional training and military skills in future officers has been studied extensively by several foreign scholars and psychologists, including A.V. Barabanshchikov, V.I. Vdovyuk, I.M. Victorov, A.M. Gerasimov, M.I. Dyachenko, N.F. Ilin, L.A. Kandibovich, F.V. Kovalevsky, P.A. Korchemny, B.F. Lomov, V.P. Petrov, K.K. Platonov, B.M. Teplov. The above-mentioned researchers paid more attention to the psychological mechanisms of the problem and to the content of the educational process in the military educational institutions.

The philosophers of our country, such as S. Yu. Akhrorov, I. Yu. Inoyatov, A.M. Kambarov, S.O. Otamuradov, R.S. Samarov, A. Sotivoldiev, U.S. Temirova, N.J. Eshnaev. They have established a scientific school with a focus on legal, sociological and philosophical aspects. However, the pedagogical aspects of the problem still need new research. In military pedagogy which is one of the most promising areas of modern pedagogy professionalism defined as the level of professionalism of the military personnel. Professionalism is one of the pedagogical categories that reveal the essence of professional competence, which covers the following pedagogically approved areas of personality. Researcher S.A. Drujilov distinguishes mentioned below features.

He addresses four important aspects of the future officer's professional skills, namely: [2,64]:

1. Motivational component (motivation, goals, needs and values);
2. Functional component (knowledge of specific modes of operation);
3. Communication component (ability to express ideas correctly, analyze, persuade, speak, organize and communicate information);
4. Reflexive component (ability to control and evaluate the results of their activities).

Thus, in terms of the concept of professionalism we can conclude:- Contains the knowledge, skills required for a particular type of professional activity;- a clear understanding of what is happening in general and difficult situations, as well as a thorough understanding of the art of professional problem-solving.

As can be seen from the above classification, so far there are no clear definitions of such concepts as "competence", "professional proficiency" or "professional competence". All definitions have the same meaning - competence - the individual's ability to solve various problems that arise in the course of professional activity. Competence is also an integral part of the personality, a set of positive professional qualities that can be gained during the learning process.

Examining the content of professional competence is also an analysis of the content of professional training for future officers. According to I.A. Zimney, professional competence is an internal system that enables the individual to apply knowledge, skills and abilities to succeed in a particular area, that is level of intellect, personal qualities and values [3,178].

Taking into account the process of professional competence formation in cadets of military higher educational institutions, it is advisable to take into account the process of their training. That is in this case, when teaching special subjects and organizing the learning process following aspects should be taken into account:

- Relationship between mandatory group of students and teachers;
- Disciplinary restrictions established by the Armed Forces Regulations, Command and Command Orders and various regulations;
- Strictly regulate the study time, including attendance of an only training group in predetermined specific time.
- Restrictions on the mode of confidentiality in the study of certain subjects of special disciplines;
- Lack of sufficient pedagogical resources in military special chairs;
- Conditions related to the renewal of military professional activity and the formation of high professional competence, etc.

The peculiarity of the activities of the higher military educational institutions is that it depends on the requirements of military service. Therefore, the nature of professional competence in future officers should be consistent with the goals and objectives of modern military service. In addition, favorable conditions for training and living in the military educational institution are also included as factors that ensure a high level of professional competence in future officers. And this is the key to the comprehensive training of prospective officers.

Some modern pedagogical studies emphasize the importance of professional competence in an individual and take into account the most important pedagogical aspects of his characterization. According to it, in understanding the nature of professional competence, it is first necessary to determine the content of competence. When analyzing competence, there are two pedagogical aspects [4, 56]:

- The ability of a person to act in accordance with established standards;
- Individual features that allow you to achieve high results at work.

Consequently, according to the above classification, the essential features of the two categories are the result of successful efforts by the individual in their chosen field.

Some researchers argue that there is a functional and personal approach to the study of competence. According to the functional approach, competence is based on the objectives and

outcomes of the activity. In the personality approach, competence is based on the positive qualities that contribute to the success of an individual in professional activities.

The following basics explaining the essence of professional competence can be found in the works of leading British scholars [5,147]:

- High professionalism and special skills;
- High physical or intellectual qualities;
- Ability to be proficient;
- Ability to perform the theoretical and practical tasks;
- To perform tasks that involve behavior, knowledge, skills, ability and so on.

From the above analysis it is obvious that it is highly important for future officers to be not only physically but also mentally and spiritually mature, with advanced knowledge of their professional field.

Some psychological and pedagogical literature distinguish two types of professional competence [6,114]:

1. Simple competence - easily formed on the basis of knowledge, skills and abilities and manifested in certain types of activities.

2. The main competences are those that are shaped by the person's worldview, spiritual world, and important aspects of his or her professional activities.

It is clear from the above classification that future officers are also required to have basic competence. It is also a pedagogical condition that ensures the success of their future career. Researcher A.K. Markova distinguishes the following types of professional competence [7, 9]:

- Special competence is the ability to have a very high level of professionalism, that is, the ability to foresee future professional prospects. In addition, this competence includes the ability of the individual to plan the production process, to work with a computer, to read the technical documentation at a high level;

- Social competence - high professional responsibility for joint professional activity, collaboration, teamwork, as well as the results of professional activity;

- Personal competence - one's ability to manifest and develop in professional activities. It also includes the ability to plan, manage and manage one's business, the ability to make independent decisions, the ability to find innovative solutions, theoretical and practical thinking, and the ability to see problems.

- Individual competence - self-awareness and development in professional activities, readiness for professional growth, self-confidence, high motivation, self-defense, ability to allocate time and effort, ability to work selflessly.

A.K. According to Markova, these types of competencies are manifested in the work of a person in a complex environment, and in the process of doing so. This is especially true for future officers. It also raises the need for examination of the concept of professional competence through the teaching profession.

According to researchers as S. E. Shishov, A. V. Khutorskoy, V. G. Suhodolsky, V. A. Calney, professional competence is the integration of knowledge, skills, experience and personal qualities which demonstrate that a teacher is competent and capable. Professional competence effectively carries out pedagogical activity and includes specifics of pedagogical skills and professionalism. Teacher competence is the combination of theoretical and practical experiences, or the knowledge and skills that the teacher has for the best solution to the problems of pedagogical activity [8,33].

Consequently, officer educators, who are engaged in pedagogical activity in each higher military education institution, should pay more attention to the professional competence of the

trainees and some of the psychological and pedagogical bases it provides. That is, to the following types of abilities that should be formed in the future officer [9,115]:

- Expressive ability - the ability to express words figuratively and clearly using both verbal and non-verbal means;
- Didactic ability - the ability to present the material;
- Ability to master the learning process effectively;
- Authoritarian ability - the ability to quickly gain respect and influence later on under the influence of a strong will;
- Scientific and pedagogical skills - the ability to participate in research activities of a pedagogical character, constant aspiration to new things, creative work, experimentation, regular study of the literature and experience of colleagues;
- Perceptual ability is the ability to perceive an individual's inner world, to feel at every moment his mental state, and to open his or her attitude towards lessons;
- Communicative ability - the ability to easily communicate with other people, especially with colleagues, and to maintain a healthy relationship with them;
- Organizational skills - the ability to accurately prepare any lesson, classroom, weekend, parental meeting, excursion to the museum, hiking, etc .;
- The basic skills are an area of openness and humor that helps to intensify the learning process, any work and leisure activity, and to prevent or avoid complex conflict;
- Physical ability is the ability to quickly and accurately identify objects, events, analyze them, and successfully work with images;
- Constructive ability - the ability of the person to plan their own future, foresee the results of their work, and so on.

In summary, the scientific and pedagogical aspects of the formation of professional competence in future officers are of great importance. This is because, based on the notion of professional competence, all of the qualities of a future officer are relevant to the professional community and the state. Peaceful life is always the key to the development of society. It is natural for soldiers to maintain a stable and prosperous life.

Therefore, the cadet and officer of the present day must be of such mental, physical, moral, and professional qualities and self-sacrifice. It is also considered as a pedagogical study of such qualities, and the study of the meaning of professional competence.

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