

## PREPARATION FOR PROFESSIONAL ACTIVITY OF CADETS OF THE HIGHER MILITARY SCHOOL AS A DIDACTIC PROBLEM

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### ABSTRACT

Professional activity is the performance of special work on the basis of a combination of general and special knowledge and skills of vocational training obtained through vocational training, as well as professional and social experience of the personality of a specialist. Vocational training at a higher military school is systematic in nature, and the training system is its most important part, designed to consolidate theoretical knowledge and the formation of special skills necessary for professional activities. A feature of our system are: high technology, which guarantees a predetermined learning outcome, as well as reliance on the concepts of programmed, problematic, modular training and the gradual formation of mental actions. Training preparation is a type of professional practical training, during which professional (special) skills are formed using the training method, exercises, and also their complex - training. The main direction of improving the training system is the active use of the conditions for further technological development of the educational process in the course of which a predetermined learning outcome can be guaranteed. Didactic conditions are means of organizing educational and cognitive activities aimed at forming a complex of professional skills in the training process.

**Keywords:** Cadets, professional, activity, training, didactic, problem, specific, skills.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In pedagogy, it is generally accepted to combine educational skills into two main groups: special and general educational. The former are formed within the framework of one academic subject, the latter are created and widely used in the system of most academic subjects. Different authors distinguish different groups of these skills.

The classification of Yu.K. Babansky, where general educational skills are divided into educational - organizational, educational-informational, educational-intellectual [1], is most consistent with our study. The author notes that insufficient development of such skills among students does not allow to count on success in learning, including in the field of professional activity. It must be said that the problem of the formation and improvement of general educational and special skills among students is very relevant in higher education. Professional activity is always integrative in nature, it combines knowledge, general educational and special skills formed in the process of studying general scientific and special disciplines for their practical use.

Most researchers studying the problem of the formation of professional skills note that general education is an important part of them.

In our study, we share this point of view and include skills of a general educational nature, a set of skills of professional activity and consider this one of the necessary conditions for its effective formation. The activity itself is both a means and a condition for the realization of

continuity between the development of cadets' knowledge and the formation of their corresponding skills.

Thus, in the study of the structure of knowledge and skills, it is necessary to observe a certain continuity. From studying the structure of skills corresponding to this knowledge, and, conversely, from the structure of knowledge, we must move on to the structure of skills formed by students.

Based on this approach and analysis of the structure of professional activities of a future specialist, studies have recently been carried out in which there is a tendency to establish not only the most general skills of academic work, but also the most general ones necessary for a representative of a particular profession. For example, G.A. Taratuta [4] skills of integrative-cognitive activity, P.V. Kartamyshev [2, p.31] and P.A. Korchemny [3, p.31] flight skills and abilities of cadets-pilots, and V. A. Chernov [5] general skills of navigators.

In our study, we mean professional skills - a system of general educational, general special and private special skills necessary for the practical work of a specialist. In accordance with the principles and a systematic approach, general educational skills in the hierarchical structure of the system are superior and basic, allowing you to use the well-developed abilities of purposeful activity to solve problems of vocational training. In our research, we understand general special skills as a complex of specific skills that provide perception of the specific subject content of the pilot's professional activity, based on general educational and general intellectual skills.

By private special skills we mean a complex of specific skills that provide for operating with the specific subject matter of the professional activities of a pilot of a certain specialization, based on general educational, general intellectual and general special skills.

Due to the fact that private special skills are an interpretation of the general as applied to a particular specialization, are correlated as general and particular, and their content depends only on the type of aircraft, in the further study they will not be considered separately from the general ones, and under professional activity skills we mean - general special skills. We now consider directly the process of forming skills.

The process of formation of the considered mental actions involves, as one of its stages, familiarizing cadets with the structure, logic, dynamics of their implementation with examples of the use of these elements in specific situations.

The skill is acquired by assimilating knowledge of two kinds: firstly, with the help of those that relate to objects of action (knowledge in the traditional sense of the word), and secondly, they give an idea of circumstances and methods of action [6].

Such knowledge is defined as operational. Hence, it is clear what special significance in the formation of skills belongs to the assimilation of knowledge about how to act in these or other specific conditions. Knowledge of this kind is one of the effective means of mastering effective techniques and methods of performing practical and intellectual actions. Professional skills (general special skills) include:

1. Formulation of a professional cognitive task. At the same time, the schematization and idealization of the phenomena occurs, significant and non-essential factors

and conditions are distinguished, the readings of the instruments are transcoded into the image of the flight.

2. Translation of the cognitive task into the language of mathematical and special concepts and quantities (the establishment of causal relationships between the concepts of mathematics and the concepts of special disciplines, the formulation of relations and levels of relationships between quantities and parameters).

3. Building a model of the problem:

a) model selection (we note even in a situation where mathematical modeling is used to solve the problem, alternative models are not built, however, such a choice is still carried out);

b) analysis of the model;

c) verification, verification of its adequacy, logical consistency, control of the results;

d) checking the coincidence of the model properties and the real image of the flight, which are essential for solving this problem, assessing the accuracy of the expected result.

4. Implementation of the model:

a) development of methods for its solution;

b) model verification, which includes the ability to use all of the above ways to control it;

c) the choice of the mathematical apparatus for the implementation of the model.

5. The ability to analyze the algorithm for solving the implemented model.

6. The ability to interpret the model to the original special task.

7. The ability, using the results of mathematical interpretation for this special task, to draw conclusions. Interpretation of the results.

8. Predict the use of this model in other situations.

9. Summarize the class of tasks from various special disciplines solved by this model.

10. Integrate the system of general educational, general special and private special skills necessary for the practical work of a specialist in the process of solving practical professional problems.

General and private skills of professional activity are, in essence, a complex of general educational, general intellectual and special skills proper, which is formed in the process of professional training. By these conditions is meant: awareness of the practical and scientific foundations of activity by cadets; its structure, i.e. awareness of the main components of its components; A deliberate determination by cadets of the optimal sequence of actions that make up the content of the activity; his knowledge of ways to control the correct execution of individual actions and control over the activity as a whole.

Thus, based on the foregoing, we formulate the main principles of the organization of simulator training in the process of training professional activities:

1. The fundamentalization of specialty training. It is necessary that the training of the specialty be held at a high scientific level, be organically included in the content of general scientific disciplines in order to develop professional needs, interests and motives among cadets as soon as possible.

2. Focus on the formation of skills. The purpose of the formation of skill should definitely and clearly describe the role of skill in achieving the mastery of professional activity and the objects of its manifestation.

3. Independence and activity in mastering special knowledge and skills. Lectures, seminars, practical and laboratory work, exercises, business and role-playing games, exercises - all this contributes to the activation of cognitive work of cadets, changing its content.

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