

THEORETICAL FOUNDATIONS FOR THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE MILITARY SPECIALISTS IN THE UNIVERSITY

Hasanov Muzafar Sadikovich
Lecturer at Tashkent State Pedagogical University

ABSTRACT

The modern stage of social development is characterized by an increasing set of external and internal threats to national interests and military security. The priority direction of the policy pursued by the country's leadership is to ensure reliable protection of vital interests of the state based on the qualitative improvement of the composition, operational construction, combat efficiency and combat readiness of groups of troops and forces of the fleet, the functional basis of which is formed by military specialists.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The complex and dynamic nature of modern service and combat activity, the use of the latest information technologies, samples of weapons and military equipment, the dependence of the course and outcome of military operations on the content and quality of work carried out in advance, make it objectively necessary to improve the system of professional training of military specialists.

At the same time, the practice of daily activities of the troops, the experience of their application in regional conflicts, as well as the results of the final state attestation of graduates of military universities show a steady tendency to decrease the level of professional competence of military specialists, which is a characteristic of their professionalism. The results of the ascertaining experiment conducted in the course of the research show that only 30 % of cadets and students of military higher educational establishments have a high level of professional competence.

The study of monographic literature, dissertation studies, analysis of conference materials, a study of experience in solving tasks of training highly professional officers revealed the following. First, in the last decade, due to a whole set of reasons, the gap between the level of training of military specialists in higher education and the requirements imposed on them by the troops has been growing. At the same time, a radical restructuring of the system of training of military specialists can only be achieved by overcoming the contradiction between the existing capabilities of the educational system of the higher education institution and the dynamically increasing requirements to the level of professional competence of graduates.

Secondly, the experience of military higher education establishments shows that it is challenging to implement educational programs in full and with high quality in the established terms of study, given the increasing volume of educational material. We are talking about the tendency of constant consolidation of knowledge. Today, this process is developing at a high pace, but it does not cover all necessary sections of military education yet and is spontaneous. At the same time, it should be noted that the methodology has not yet been fully worked out to solve the problem of improving the quality of professional training in the higher military school. Third, insufficient attention is paid to the use of information technology in the training system

for military specialists. According to scientists A.A. Andreev, A.I. Kameney, O.A. Kozlov, V.A. Kostin, P.I. Obraztsov and others, the use of information means of education is not integrated and does not have a single organizational basis in the use of professionally-oriented training technologies. Fourth, the practical component of preparedness of graduates of military universities, formed during the study of special disciplines, is poorly developed. The reason for this is insufficient use of active methods of training, which allow cadets and students to master necessary skills and abilities in shorter terms, to form professionally significant qualities.

In modern conditions, the goals of higher military education are reduced not to training narrow specialists for a specific field of activity, but to developing the personality of a serviceman and increasing his professional competence. To date, a number of serious studies have been conducted in other CIS countries to reveal various aspects of the process of training future specialists in various fields of professional activity, including in the military sphere. The works of domestic teachers and psychologists Y.K. Ba-Bansky, V.P. Bepalko, T.V. Gabay, P.Y. Galperin, B.S. Gershunsky are widely known, A.M.Dovgyalo, B.M.Kedrova, N.V.Kuzmina, N.F.Maslova, E.I.Mashbi-tsa, N.I.Monakhov, O.P.Okolelova, I.V.Robert, A.Y.Savelyeva, H.A.Selezneva, N.F.Talyzina, O.K.K. Tikhomirova and many others. Of great interest are the works of scientists A.A. Andreeva, A.B. Drummshchikov, B.I. Vidovyuk, V.V. Gusev, V.N. Gerasimov, V.P. Davydov, Y.M. Dubinsky, A.N. Zelnitsky, V.A. Kostin, I.A. Lipsky, V.G. Mikhailovsky, P.I. Obraztsov, A.N. Okhlopkov, V.A. Petrov, E.G. Skibitsky and others.

However, despite the great interest of researchers, the problem of forming professional competence of future military specialists in the university remains very urgent.

Thus, at present there is a need to solve the objective contradiction between the need to form professional competence of future military specialists at the university while studying special disciplines and the limited possibilities of its satisfaction by using traditional didactic means and models of students' training.

We have formulated the following tasks in the research:

1. The essence, content and structure of professional competence of a graduate of a military university are revealed.
2. criteria, indicators and levels of formation of professional competence of cadets and students of military higher education institution have been determined.
3. The conceptual model of professional competence formation in a future military specialist based on professionally oriented technology of education is developed.
4. Organizational and pedagogical conditions for the formation of professional competence among future military specialists were identified and experimentally tested by means of vocational-oriented training technology in the process of studying special disciplines.

The effectiveness of this process can be significantly improved if: the readiness of teachers and students for the practical use of vocational-oriented training technology is formed; diagnostics and monitoring of the process of professional development of future military specialists; provided didactic design, design and implementation of vocational-oriented training technology based on simulation of professional activities of a military specialist taking into account requirements and qualification characteristics; The university has created a technological infrastructure for the use of educational information tools and information products in the process of training; targeted management of learning activities of trainees is carried out both at the stage of conducting scheduled training sessions and during their independent operation using a didactic information support complex.

The main results of our research are as follows: the essence and content of the professional competence of the future military specialist are specified; developed a psychological and pedagogical model for the formation of professional competence among a future military specialist at the university; defined and substantiated didactic criteria and levels of professional competence among cadets and students of a military university; designed and experimentally implemented in the educational process of the university a vocational-oriented training technology that contributes to the development of professional competence among future military specialists; The objectives, functions, structure and composition of the didactic information support complex and the process chart of special discipline, which act as the basis of vocational-oriented training technology, are defined and specified; Experimental identification, substantiation and verification of organizational and pedagogical conditions that contribute to the development of professional competence among cadets and students at the university when studying special disciplines by means of vocational-oriented training technology.

The theoretical significance of the study is to clarify 1 the concept of "professional competence of a future military specialist" in relation to the process of its formation in the conditions of the university; the development of theoretical foundations for the formation of professional competence among future military specialists when studying special disciplines at a university; obtaining new knowledge in the field of pedagogical design, design and application in the educational process of the university of vocational-oriented training technology in special disciplines, concerning the refinement and development of the methodology for selecting and structuring the content of the educational material, definition of diagnostic goals of training, description of didactic process in the form of step-by-step, step-by-step sequence of actions of teacher and trainees, substantiation of functions, composition and structure of didactic information support complex and process map of special discipline, disclosing the characteristics of their use in order to create professional competence among future specialists in the field of information protection.

The practical significance of the study is that theoretical provisions and conclusions create the prerequisites for a successful solution to the problem of developing professional competence among future military specialists in the conditions of a university and can be used for these purposes in other educational institutions of the higher military vocational education system. The developed practical recommendations for teachers on the design, design and implementation in the educational process of a university of vocational-oriented teaching technology can be used to develop and create modern models of training of specialists in educational institutions. The vocational training technology designed in the framework of the study for the training course "Preparation for shooting," based on the use of a didactic information support complex and a technological map, can be used to improve the quality of training for students in open and distance education systems.

The content of the professional competence of the future military specialist concerning the process of its formation in the conditions of the university is determined by the goals, tasks, nature of the officer's activity and includes professional theoretical and practical preparation, as well as the ability to solve performing and creative tasks, perform duties for direct official purpose, in other words - a system of professionally significant qualities, professional positions, acmeological invariants and psychological features necessary for a graduate of a military university for the successful implementation of professional functions.

The development of professional competence of the future military specialist at the university is facilitated by the use of vocational-oriented training technology based on the use of a didactic complex of information support for the special discipline. It integrates applied pedagogical software products, databases and knowledge of the relevant subject area, as well as a set of didactic tools and methodological materials that comprehensively provide and support vocational-oriented training technology that contributes to the development of professional knowledge, skills and skills among cadets and students.

Vocational-oriented technology of special discipline training can be implemented in the form of a technological map, which is a kind of passport of the project of the educational process, in which its main parameters are presented in a holistic and capacious manner: diagnostic targeting; logical structure of training; dosing of material and inspection tasks; description of didactic process in the form of step-by-step, step-by-step sequence of actions of teacher and trainees with indication of order of application of corresponding elements of didactic complex; monitoring, evaluation and correction system.

Organizational and pedagogical conditions that contribute to the successful development of professional competence among future military specialists at the university when studying special disciplines are:

- didactic design, design and application of vocational-oriented training technology implemented based on modeling of professional activities of a military specialist;
- Use of timely and qualitative diagnosis and monitoring of the existing level of professional competence among cadets and trainees;
- purposeful management of learning activities of trainees both at the stage of carrying out scheduled training sessions and during their independent operation using didactic information support complex;
- training of teachers and trainees for practical application of vocational-oriented training technology, the formation of their positive motivation for this;
- creation of technological infrastructure in the university of application in the process of training of information tools and information products of educational purposes.

The conclusions drawn from the results of the study made it possible to offer the following practical recommendations for the development of professional competence among future military specialists: An administrative policy is needed to be aimed at creating the organizational infrastructure of the modern educational system (including regional ones) with the following features: the development of strategy and tactics in the field of technical equipment and the field of software with a large background in software and methodological development; creation of electronic libraries; mastering by young teachers of new information technologies and didactic experience available at the departments of universities; Training of teachers and staff at the Faculty of Continuing Education in the curriculum for use in the learning process

In the field of training of scientific and pedagogical personnel: a user teacher must master basic computer skills, get a first idea of the most common packages of universal programs, and a developer teacher, as part of training in advanced training courses, or independently get acquainted with an in-depth course of lectures on the basics of information educational technologies with an emphasis on psychological and pedagogical aspects; To create the interest of teachers in the development and introduction of new information technologies, competitions should be held, the work of innovators should be encouraged, as well as certification of developed computer training programs and the subsequent publication of catalogues; Holding

of narrow-profile conferences with an exchange of experience on an application in the training process.

On the use of a didactic information support complex when conducting certain types of classes: in the process of conducting practical exercises (exercises), each module-paragraph of the complex can be used in two modes: providing theoretical material or a practical training task; control of preparation for classes using all kinds of pedagogical tests, as well as the organization of "integrated" control, by including in the monitoring computer program a list of control questions of several related disciplines; In performing course design for experimental research, on the one hand, it is necessary to use the information Professional-oriented training technology in combination with physical layout by creating and using universal computer training and laboratory complexes, and on the other hand, it is advisable to make an initial study of the material using simplified models and then consolidate and expand the obtained representations on models of real devices;

- to organize the independent work of cadets and students using the didactic information support complex, it is necessary to reserve hours in the schedule of display classes of inter-cathedral use or to have separate cathedral computer classes for these purposes.

REFERENCES

1. Davydov V.P., Samples P.I., Uman A.I. Methodology and methodology of conducting a psychological and pedagogical experiment. M.: Logos, 1998. - p. 198.
2. Davydov V.P., Rakhimov O.Kh.-A. Theoretical and Methodological Foundations for Modeling the Professional Training Process//Innovations in Education. 2002. № 2. P. 62-83.
3. Klochko H.A. Didactic basics of using automated training complexes in the educational process of the university. Avtoref. diss. ped. sciences. Vinnitsa: VPI, 1991. - p. 23.
4. Mazur Z.F. Scientific and a pedagogical basis for designing intellectual property tools and technologies in the field of education. Avtoref. dis. doct. ped. sciences. M., 1998. - p. 48.
5. Mikhailovsky V.G. Organizational and pedagogical foundations of the professional formation of officer personnel. Avtoref. dis. doct. ped. sciences. -M., 1995.- page 40.
6. Samples P.I. Information and technological support of the educational process in the system of professional training of military specialists. Diss. doct. ped. sciences. M.: AFPS, 2000. - p. 480.
7. Samples P.I., Native I.V., Neshkov A.K., Uvarov Yu.M. Fundamentals of military pedagogy. Lecture course: Teaching manual/Under the general. Ed. P.I. Obratsova. Eagle: VIPS, 1999. - p. 224.
8. Theory and methodology of intensive learning systems: Textbook/Under the general. Ed. A.A. Zolotarev. M.: MIGA, 1993. 4.1.-66 e., - 4.2. - p. 57.
9. Chernilev D.V. Didactic technologies in higher education: Text. Manual for universities. M.: UNITY-DANA, 2002. - p. 437.
10. Carl E. Vuono. Professionalism and the Army of the 1990-s. //Military Review, 1990/4,-297 p.
11. Educational Technology its Creation, Development and cross-cultural Transfer. - Oxford, 1987. - P. 1.
12. Percival F., Ellington H. A Handbook of Educational Technology. London, N.Y., 1984. -P12, 13, 20.
13. Raven J. Competence in Modern Society: Its Identification, Development

14. Raven J. Quality of Life, the Development of Competence, and Higher Education. *Higher Education*, 13,3193-404, 1984.
15. Sam S. Sarkesian. Changin dimensions of military professionalism. //*Military Review*, 1979/3,-59 p.
16. Samuel P. Huntington. *The Soldier and State*. Cambridge: The Harvard University Press, 1957.-321 p.