



DURING TRAINING SESSIONS, THE SPECIFIC ASPECTS OF IMPROVING CADETS PROFESSIONAL SKILLS

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Abstract

This article examines the specific features of improving the professional skills of cadets in higher military educational institutions.

Keywords: Professional skills, dual education, technological environment, teaching staff, pedagogical conditions, integrative approach, digital technologies, problem-based learning, Case study method, project-based method, research method and organizational forms of education.

Introduction

Developing higher military education in today is complex and perilous era is a multifaceted and lengthy process. It necessitates a systematic organization and description of the pedagogical conditions for cadet professional skill enhancement, integrating theoretical and practical (dual) learning, based on the principles of open information systems and employing an integrative approach to open systems.

A key task for pedagogical staff is to structure the technological field of the existing pedagogical system, incorporating digital technologies, artificial intelligence (AI), virtual and electronic simulators and training grounds [5].

The President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev “It is crucial to understand that the nature of modern warfare has fundamentally changed. Any state that believes it can achieve victory solely based on tanks, aircraft, or the number of soldiers is gravely mistaken. Current conflicts are now waged on the basis of artificial intelligence, digital management, long-range



precision strike systems, cyber and robotic technologies, and political-economic pressure”.

An analysis of sources pertaining to the pedagogical conditions for improving professional skills among cadets at higher military education institutions reveals that professional skills are developed as a universal characteristic of activity, with the value and typological indicators of this process being determined.

It is necessary to educate and nurture cadets not only as specialists and professionals in their field, but also as well-rounded individuals, community members, and members of society – a requirement that reflects the social and humanistic foundations of a competency-based approach [6].

To achieve this, a modern military educator must possess qualities such as being approachable, engaging, and possessing strong ethical and aesthetic sensibilities, mastering the art of oratory, demonstrating patience, possessing independent thought while also being receptive to others perspectives. They must be committed to continuous learning, fostering a desire for self-study, avoiding any negativity impacting the learners mood, exhibiting a demanding yet supportive nature, able to answer questions beyond the scope of their pedagogical area, consistently offering assistance to cadets, providing counsel, adhering to the traditions of mentorship, and adapting the educational process to meet contemporary demands.

To enhance cadets professional skills within higher military educational institutions, it is required to foster a creative perspective towards subjects, cultivate a research-oriented mindset, and conduct training sessions utilizing modern pedagogical and technological approaches.

Employing the following methods during specialized subject instruction is advisable to further improve cadets professional skills. Notably, the problem-based learning method aligns with the general didactic principle of connecting learning with practice and is consistent with the specific principle of creating a learning environment [7].

The application of theoretical knowledge in practice is achieved through the control of thinking among each learner – a process involving problem-oriented and informational issues within the curriculum focused on resolving challenges faced by higher military educational institutions and those encountered in production. This is accomplished by presenting materials in a problem-based format, which facilitates the creation of conflicting situations. Finding a solution



is done in collaboration with the instructor, resulting in cadets acquiring new knowledge necessary to resolve conflicts and adhering to the logic of problem-solving. This method is recommended during the stage of acquiring new knowledge (problem-based presentation), during the stage of reinforcing knowledge (seminars) and in the development of practical skills (practical exercises and laboratory exercises).

The case study method (“*key-study*”) in the auditorium involves specific tasks – utilizing cases. “A case is a specially selected learning material that includes a problem situation related to the topic” [8]. The instructor prepares the information and tasks for the work. The students responsibility is to analyze the situation, identify the essence of the problem, consider possible ways to solve it, and determine the best option. The situations propose various solutions and methods for finding them. The case study method is often used as a method of collaborative analysis. The key-study method is characterized by a strong motivational component. The professionally oriented content of the work forms the individual-personal and motivational-value components of professional development. In technology focused on practice, this method is implemented by two subjects of the education and practical activity cluster: the Higher Military Education Institution and the enterprise.

The design method involves a thorough and detailed examination of the challenge of integrating knowledge from various disciplines with a focus on practical application. The results achieved by students during the project implementation process are presented at creative work competitions and conferences. This design method allows for the organization of the educational process in such a way that students’ activities acquire logical and profound personal significance, contributing to increased motivation. Through working on the design method, students independently acquire knowledge from various sources, learn to apply it in practical assignments, develop communication skills through teamwork, and cultivate research skills and competencies [9]. This enables students to transfer the experience of solving one problem to other similar situations, encouraging the ability to formulate hypotheses, uncover facts, implement ideas, and improve work efficiency. The method is implemented in students academic and research work, as well as in practical military exercises.

The research method trains cadets to independently solve problems, from formulating the issue to finding solutions. This methodology is applied in higher



military educational institutions for qualitative and quantitative analysis of cadets, in scientific research projects, and during practical training. Utilizing the research method in education lays the foundation for future active scientific research and discoveries. Conducting research using this method, analyzing results, developing mathematical models of those results, and creating algorithms, all significantly enhance the effectiveness of scientific research.

Therefore, the primary goals of the training process are not merely to impart knowledge to the cadets, but also to foster interest and motivation towards the subject matter, to develop their professional skills by harnessing their inherent potential.

Given today is educational demands, the teaching profession (including military instruction) is a complex and responsible vocation requiring immense patience and resilience. Only instructors possessing extensive knowledge, skills, experience, and expertise can prepare competent specialists who meet the needs of the times. To achieve this, instructors must be highly skilled professionals capable of effectively utilizing modern teaching methods, techniques, and technologies, as well as contemporary information and communication technologies, to prepare for and conduct engaging lessons. Modern instruction is a complex technological process requiring technical resources, computer technology, and consideration for the individual needs of the students.

A crucial factor in effective instruction is the relationship between the instructor and the students, and their collaborative activity. When determining the format of instruction, it is essential to consider the students' abilities. We understand that instruction is a didactic category, one of the organizational forms of education, and represents a specific order and pattern for acquiring knowledge and developing speech skills and competencies.

Considering the above, the following conclusions can be drawn:

For training sessions to be truly effective, it is essential that cadets adhere to the guidelines mentioned, confidently express their thoughts and ideas, demonstrate enthusiasm and courage, possess genuine emotions and a sense of patriotism, and respect the opinions of others;

In light of the demands of the present era, the primary objective of the educational process is to cultivate cadets who are self-improving, self-disciplined, independently explore their field of expertise, acquire relevant knowledge, and

are capable of effectively utilizing modern weaponry, technology, and technical equipment.

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