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# ON THE PEDAGOGICAL CHARACTERISTICS OF THE TRAINING PROCESS IN FOREIGN MILITARY EDUCATIONAL INSTITUTIONS

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**Abstract**
This article is devoted to such an urgent issue as the study, generalization and analysis of the pedagogical characteristics of the learning process in the military educational institutions of states in the post-soviet space, as well as the extraction of the most positive experience from it for further implementation in the educational process of national higher military educational institutions and all-round development of their teaching staff.

**Keywords**: military educational institutions, military specialists, teacher, trainees, educational process, innovative teaching, cognitive activity, concepts, methods.

## Introduction

Based on the approved plan documents, the Arms and Shooting Department of the Armed Forces Academy continues to conduct a comprehensive study of the international experience of the military pedagogical component in various foreign educational institutions. At the same time, the results of the analysis of a number of current issues and directions by the professors and teachers of the department are clearly stated in several articles of this magazine, and in our opinion, professors and teachers (hereinafter referred to as teachers ) ) in organizing and conducting lessons of the Academy using innovative methods, as well as solving issues of improving the educational process in the departments, taking into account the directions of activity. This article was also presented at the Department of Weapons and Shooting of the Armed Forces Academy of the Republic of Uzbekistan as part of this collective and comprehensive scientific work.Thus, the training of future military specialists in foreign military educational institutions occupies a central place in the system of their professional training. Its main task is to ensure that students master the innovative system of knowledge, skills and qualifications provided for in the curriculum. Also, in the course of the training, special attention is paid to the formation of high spiritual and combat qualities, development of intellectual and physical strength, and psychological preparation for professional activity.Analyzing training as a natural, dialectically developing process, it can be noted that it is essentially a social process determined by the needs of the troops for trained officers. This process is organized and implemented on the basis of innovative methodology based on the decisions of the governments of countries, ministries and departments, military science requirements, orders and orders of the relevant governing bodies.

In such a process, there are laws of different levels and order. Along with the manifestation of

the most general laws of the development of the objective world and thinking, the laws of innovative social development are also expressed here.

Innovative education also has its own pedagogical laws. These are examples of human activity. They represent the unity of objective and subjective, important, necessary, stable relations and volitional, purposeful activity of people.These patterns are dialectically interconnected. Manifesting themselves through a significant number of accidents, they mutually complement, strengthen or weaken each other's actions. Knowledge of the laws of the learning process helps the teacher to correctly determine the necessary ways and means of pedagogical influence on students, and to avoid a prescription, mechanical approach to educational and scientific activities [1].The determining influence on the learning process in foreign military educational institutions is exerted by socio-economic conditions, the views of the leadership, the level of development of education, science, technology, culture, as well as a number of other specific factors. **This impact is complex and manifests itself directly in the form of setting goals, formulating requirements, and indirectly - through the relationship between teachers and students, the level of education and spiritual culture of applicants, scientific and technical achievements, the activities of mass media, etc. Having a comprehensive influence on the learning process, teachers actively use the achievements of innovative and technological progress in military affairs, taking into account the characteristics and capabilities of the trainees.The learning process in military educational institutions is also directly dependent on the level of development of military equipment, military science, troop organization, and methods of warfare. This dependence is natural. It manifests itself both in the form of a direct order of military science, which determines what should be taught to officers, and indirectly, through the features of military equipment, the organization of the armed forces and methods of conducting combat operations.The dependence of the learning process on the military-technical factor is especially evident on the basis of the fundamental changes that have occurred in military affairs. Currently, troops are required to quickly and decisively use all means of combat, the ability to quickly transfer forces and equipment, conduct armed struggle of varying nature and content, and accurately hit enemy targets and manpower.Thus, in the training process in many countries of the post-Soviet space, attention is focused on the significantly increased speed of preparing modern weapons and delivering ammunition to the target, leading control bodies and troops in maneuverable conditions, with sharply limited time for assessing the situation, making decisions, setting combat missions and organizing interactions.In modern conditions, the military-technical training of future military specialists, their mastery of theoretical and special-technical knowledge, as well as complex skills in the use and maintenance of weapons and military equipment in combat, is important. At the same time, in the system of military-technical training, the importance of abstract knowledge has increased, which a student can master only by relying on developed imagination and thinking. This is due to the fact that with the help of sensory analyzers it is impossible to obtain an idea of the essence of a number of physical phenomena and processes.**

The requirements for skills in handling weapons and equipment have also changed. The main

role is now played by mental (thinking) and sensory (feeling) skills. The role of the mental component has also become predominant in motor-active skills [2].

In the system of modern classes, a large role belongs to such qualities as quick reaction, working memory, reconstructive and creative imagination, etc. Therefore, success in learning now, more than before, depends on a comprehensive account of the psychological characteristics of knowledge, skills and abilities, on the general and professional development of future officers. The latter is considered not only as a starting point, but also as a learning task.

It is well known that learning is a two-way active process of interconnected activity between teachers and students. Its goal is to equip students with knowledge, skills and abilities, and to develop their abilities to the maximum. The leadership role here belongs to teachers. Their functions are very multifaceted. They organize and supervise the training activities of future specialists, systematically present the training material and show the most appropriate methods of combat work. Teachers develop students' interest and other positive motives for learning, form in them the need and habit of independently acquiring knowledge, skills, abilities and improving combat prowess. And finally, teachers check the students' preparedness for independent professional activities, assessing their knowledge, skills, abilities and professional qualities.

By solving these interrelated and interdependent tasks, the teacher acts as an organizer of educational activities. He influences students through word, demonstration, example and attitude. The power of its influence increases if in all respects the teacher serves as a model for the students.

For example, in military educational institutions of the Republic of Belarus the following requirements for teachers are formulated: scholarship - erudition; development of scientific thinking; the actor's passion is a demonstration of the joy of knowledge; humanity (with a capital letter); to achieve success, the teacher must respect the student and want to help; believe in your subject and in your principles; be strict with yourself; work on yourself as a teacher and as a person.

Under the influence of the teacher's internal motivations and influences, students are involved in active educational work, including conducting research, performing practical activities, and analyzing their work.

In the process of this activity they acquire relevant knowledge, skills and abilities. At the same time, their thinking develops, their will and character are tempered, moral, psychological and fighting qualities, emotional and volitional stability, and psychological readiness to successfully complete peacetime and wartime tasks are formed.

The central point of any training is the interaction between teachers and students, the relationship between them.

In different conditions they take on different characters and appear in different forms. However, in all cases, training turns out to be effective when the teacher's influence on students corresponds to their cognitive capabilities and the nature of their activity [3].

Another characteristic feature is the modeling (recreation) in classes (exercises) of the activities of teachers and students in accordance with the requirements of modern armed warfare, which

is the most important pattern in the training of future military specialists.

When simulating combat activity during training, teachers rely on military science data on the nature of military (armed) conflicts and are guided by the requirements of legal and combat documents. Specific forms, techniques and methods of such modeling depend on the specifics of combat operations and the purpose of the troops. But in all cases, it is important to create in classes and exercises intellectual, moral, psychological and physical tension of the trainees, approaching combat in nature.

A feature of the modern learning process in military educational institutions of the post-Soviet states is its saturation with technical means. They increase students' interest in classes, help them perceive the material being studied more specifically, allow them to create a variety of learning situations, reduce fatigue, etc. At the same time, the saturation of the learning process with material and technical means modifies (and often complicates) the activities of teachers and students.

The driving forces behind the development of the learning process are its inherent contradictions. The main ones are: the contradiction between the influences of the teacher and the capabilities of the students; the contradiction between the requirements of modern armed struggle and the degree of modeling of the activities of the teacher and students in the classroom. The minor contradictions of the learning process include the contradictions between the individual and collective educational work of students; between knowledge and skills, etc.These contradictions appear in the form of various difficulties, which require mental and physical strength to overcome. The teacher's task is not to obscure, but to reveal, expose these contradictions and organize students to resolve them, which will allow students to always clearly understand the level of their training, gaps in knowledge, skills, and see job prospects.The natural, developing learning process has its own internal logic. The logic of the learning process is the logic of people's activities. It simultaneously expresses the actions of the laws of learning, the development of the contradictions of this process, and the specific conditions for its implementation. In this regard, the logic of the learning process requires constant creativity from the teacher and students, taking into account all factors and circumstances that can and do influence their joint activities.Mastering knowledge, skills and abilities is a complex cognitive activity of students. The teacher leads and manages it. And as you know, any management is effective when the essence of the controlled phenomenon or process is clear and understandable. Military pedagogy reveals the essence of the cognitive activity of students on the basis of the theory of knowledge. In accordance with scientific data, the human brain - highly organized matter - has the property of reflecting the objective world located outside of us. The reflection of the objective world in our consciousness is knowledge. The results of the analysis indicate that the cognitive activity of students in military educational institutions is close to research. This means that in it, along with reproduction, creativity occupies a significant place, i.e. participation in discovery, innovative solution of educational problems, independent search and, possibly, discovery.

The nature of students' cognitive activity largely depends on the teaching method. Thus, with dogmatic teaching, when educational material is presented in the form of truths without proof or examples, students memorize certain provisions and mechanically practice practical

skills.With explanatory teaching, when facts are explained with examples, and the essence of the provisions being studied is revealed taking into account the practical experience of the troops, students strive to understand the material presented and then remember. Problem-based teaching, during which problem situations are created that require students to search, encourages them to independently acquire the necessary knowledge and skills when solving creative problems.

The current stage of development of innovations in military affairs requires that problem-based teaching occupy a leading place in military educational institutions, since it makes it possible to develop the creative abilities of students to a greater extent. The combination of explanatory and problem-based teaching also justifies itself [4].

By studying the material provided by the program, students master it with varying degrees of depth, completeness and effectiveness. Based on the results of our analysis, four main levels of knowledge acquisition and the corresponding characteristics of the students' activities were established:

within the framework of the first level, the learner is only able to recognize, identify, distinguish, recognize objects of study in a series of similar ones. This is "knowledge - acquaintances". Assimilation is limited to the most general ideas about the object of study;

During the second level, i.e. the "reproduction" level, the student masters the basic concepts of the subject so much that he can carry out a verbal description of actions with the object of study, analyze various actions and their possible results.

This knowledge is at the memory level;

During the third level, the student is able to apply acquired knowledge in the practical sphere to solve a certain class of problems and obtain subjectively new information. Activities are carried out by launching previously learned "programs". This is "knowledge - skills";

Mastering the fourth level, the level of "transformation," allows one to develop the ability to transform initial information in such a way that tasks of various classes become feasible for him, which he solves by transferring what he has learned.

Activities become flexible and creative. A person masters methods of thinking in a given area, which helps him navigate and make innovative and creative decisions in various situations. "Knowledge – transformation" makes it possible to acquire both subjectively and objectively new knowledge.

It should also be noted that in many military educational institutions of the post-Soviet countries, based on the peculiarities of the theory of knowledge, scientists have developed two main psychological and pedagogical concepts of mastering knowledge, skills and abilities:

the first, associative-reflexive concept, which reveals in detail the basic elements of mastering knowledge in their sequence and organic unity. According to this concept, knowledge acquisition is a dialectical process consisting of a number of interdependent links: awareness of a cognitive task, perception of educational material, its comprehension (creative processing), memorization and practical application. The basis of this process is the application of knowledge for educational and practical purposes.

the second concept - the gradual formation of mental actions, states that the acquisition of knowledge occurs in stages: first, students receive explanations about the purpose and nature

of the actions being studied (orient themselves in the material), then carry out objective actions that can be contemplated, then these actions are replaced by speech (pronunciation) and and finally, mental activity. Most educational tasks in military educational institutions are more successfully solved on the basis of the methodology developed in accordance with the first concept, and when developing skills, it is more advisable to be based on the methodology of the second concept.The basis of the second concept is that along with the perception of what is being studied, students analyze it in depth, process it logically and, as a result, master concepts and laws. It is especially important for students to deeply consider and understand the development of the leading rules of academic science, the system of proof of fundamental rules, the essence of the main conclusions and concepts encountered in the course of study. By mastering scientific concepts and correctly formulating their content, students can gain a deeper understanding of the phenomena and processes being studied, and more accurately reflect the connections and relationships that objectively exist in them and between them. [5]

At the same time, being fully aware of what is being studied is the most important way to develop creativity and thinking skills, which are qualities that are very necessary for officer personnel. Thus, the governing documents of a number of countries (Russia, Kazakhstan, Belarus, Azerbaijan, Armenia, etc.) state: "Creative thinking, the ability to think about problems, dialectical analysis of events and phenomena, and the ability to draw practical conclusions from them for your work - this should be typical of the modern officer cadre.It is important to remember that in teacher-led activities, students involuntarily remember a lot of information (facts and even conclusions). In the practice of military educational institutions, innovative methods and tools are increasingly used to develop voluntary memorization - this increases the performance of trainees and the effectiveness of their results.In addition, modern military pedagogy steadily develops students' voluntary memorization: deep thinking about what they have read, drawing, drawing, careful consideration of specific types of weapons, analysis of practical actions, etc. Voluntary, meaningful memorization indicators to express what students are learning in their own words, to choose and analyze your examples, to solve a problem creatively, and to take the necessary action.

Meaningful memorization does not preclude verbatim memorization of specific regulations, such as statutes, manuals, or instructional requirements. But at the same time, students should understand well the meaning of what is memorized.

Application of knowledge in practice is manifested in various forms as the basis of the process of mastering it. These forms are determined by the nature of knowledge and specific features of the organization of the educational process. However, in all cases, the application of knowledge is the process of solving educational, practical (life, work) problems.

Students often have serious difficulties in the practical application of knowledge. Sometimes they successfully define a series of mental actions to solve the problem, but it is difficult to translate them into practical actions. It is very difficult to synthesize the knowledge acquired in the lessons of various subjects in a complex way, for example, to solve a tactical problem. When solving practical problems, students may lack knowledge, and they must independently search for methods of action to complete the task.

Therefore, future military specialists are specially trained to apply knowledge in practice, and

they develop ways to combine mental and practical actions. During the training, it is very important for students to make sure that theoretical knowledge is the basis of their practical activity, and practical activity provides concrete material for the conscious assimilation of theoretical knowledge and is a necessary condition for its assimilation.

Based on knowledge, students develop necessary motor, intellectual and emotional skills and competencies through exercises and practical activities.The depth and solidity of knowledge based on skills and competencies also determine the quality of the latter. The more consciously and deeply the learner acquires knowledge, the more flexible, solid and complex skills will be successfully developed. In turn, the skills and competencies being formed deepen and make knowledge more effective. Complementary and enriching processes of acquiring knowledge, forming skills and competences determine the mental and physical development of graduates of military educational institutions [6].Thus, by analyzing the pedagogical features of the educational process (the process of mastering knowledge, skills and abilities) in military educational institutions of a number of post-Soviet states, it can be noted that the multifaceted theoretical and is a practical activity. Students, their success largely depends on his motives, emotional relationships and voluntary efforts.

A special role here belongs to the ability of each student to concentrate. Necessary conditions for success in mastering knowledge, skills and abilities are self-control of students, as well as monitoring of their activities and results by teachers. This control encourages students to engage in systematic, active learning work and allows teachers themselves to improve their teaching skills.

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