



 Research Article

## A PEDAGOGICAL MODEL OF IMPROVING THE PROFESSIONAL SKILLS OF A MILITARY EDUCATION TEACHER IN THE CONTEXT OF A CHANGING EDUCATIONAL PARADIGM

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### ABSTRACT

The article describes the pedagogical model of improving the professional skills of a military education teacher in the context of a changing educational paradigm. Improving the professional skills of a military education teacher within the context of a changing educational paradigm involves a comprehensive and adaptive pedagogical model. The model should address both the evolving nature of military education and the broader shifts in educational approaches.

### KEYWORDS

Professional skills, teacher, military education, pedagogical and psychological research.

### INTRODUCTION

In today's changing world, the emergence of modern forms and methods of ensuring peace, strengthening the army of each country, educating young people in the spirit of love for the motherland, and carrying out military actions for them requires the theory of military-professional activities from teachers of military education. and

bridging the gap between practice is becoming important.

Optimization of the military education system, its integration into the state educational space requires the introduction of national curricula and the implementation of a competency-based approach to the training of future military

education teachers, as well as the development of new mechanisms of military education.

The analysis of current problems in the field of military education showed that about 40 percent of graduates of military higher educational institutions face difficulties in teaching.

The issue of pedagogical support of personal and professional competence in the study of the problem of increasing the effectiveness of the educational process of the military higher educational institution reveals more broadly the sum of personal and professional qualities determined by the needs of future teachers.

One of the advantages of a highly developed country is related to its human potential, which is largely determined by the quality of education. "Education is the priority of the state" in the theology in the field of education. "The future of every person, every family, and the whole country depends on it," it was emphasized.

Revising the structure, content and technologies of implementing military education programs, forming a continuous system of higher education is a priority. Curricula should be transparent, flexible with different study periods.

Improving the content, quality and technology of education should be ensured by:

introduction of state educational standards of higher professional education based on a competency-based approach;

development of continuous professional education models that provide each person with

the opportunity to form an individual educational trajectory for further formation of professional competence;

a new list of educational directions (specialties) developed on the basis of a qualification approach for the purpose of forming educational programs and the relevant state educational standards of higher vocational education (state educational standards of higher vocational education) introduction. in accordance with the socio-economic needs of the labor market and the education quality assessment system;

introduction of new educational technologies and principles of educational process organization, ensuring its effective implementation, including the use of modern information and communication technologies;

implementing a system of measures to increase the competitiveness of higher professional education in the international market of educational services.

At the same time, the problems of modernization of education have not been solved today:

the inertia of the higher professional education system (increasing the gap between the quality of education and the demands placed on it by employers, as a result of which university graduates are not employed);

lack of a mechanism for the participation of employers in solving issues related to the implementation of higher professional education;

weak integration of higher professional education with research and practical activities, which leads to the fact that education does not meet the modern requirements of ensuring competitiveness in the world market of educational services;

the principle of "lifelong education" is insufficiently implemented, which does not allow to train qualified specialists who can provide high-quality content of the educational process and work using innovative educational technologies.

Optimizing military education and the quality of training of military specialists are also becoming a priority today.

Thus, it is necessary to accelerate the development of the professional skills of the military education teacher, combining the achievements of innovative science.

Improving the content, quality and technology of education should be ensured by:

introduction of state educational standards of higher professional education based on a competency-based approach;

development of continuous professional education models that provide each person with the opportunity to form an individual educational trajectory for further formation of professional competence;

Modeling the pedagogical process aimed at purposefully creating a system of important qualities in military education teachers,

distinguishing the structural-functional and operational characteristics of future military education teachers, describing effective components, communication and relations between them in the dynamics of their personal and allows to imagine the process of formation of professional competences.

The model is a simplified objective-subjective analogue of the prototype, and the results of its creation depend significantly on the used conceptual framework. Therefore, it is appropriate to consider a set of interrelated ideas that reflect the general understanding of the designed model, using the connections that actually exist in the modeled object.

Pedagogical model should be flexible, dynamic, able to change, reconstruct, complicate or simplify in the process of implementation. It should be taken into account that it is impossible to create a copy model of the pedagogical process, because pedagogical activity is a creative process of complex interaction between teachers and students. Consequently, a model is an idealized object, a certain type of prototype. It reflects the main events and processes, avoids excessive details. It also makes it possible to make an object of any complexity open to careful research, which, while creating them, helps the teacher of a military university to adequately consider the sources and methods of setting didactic goals. relations with cadets, evaluation of the obtained results in accordance with the requirements for the training of future officers.





As for the specific features of improving the professional skills of military education teachers, the model of formation of personal and professional competence is considered the main structural element of pedagogical support of personal and professional competence of future officers in military education.

Thus, the developed model of formation of professional competence of a military education teacher is considered as a theoretical and methodological basis for pedagogical support of personal and professional competences of military university graduates.

Implementation of the model of formation of personal and professional competence of future officers of the military higher educational institution, what competencies future military education teachers should have, what professional functions they should be ready to perform, personal and professional allows you to determine the level of skill.

The following principles were taken into account during the development of the model for the development of the professional competence of the military education teacher:

differentiated and individual approach to training and education of teachers;

awareness, activity and motivation of graduates; scientific of education and training;

practical direction in the training of military education teachers;

systematicity and consistency in the organization of the educational process, multi-level educational tasks;

the unity of education and upbringing.

The model consists of two blocks: structural-functional and operational-effective.

The structural-functional block includes: components of personal and professional competence - competences (social-personal, collective (management), principles of competence development, targeted pedagogical program for the development of competences of future military education teachers (goal and tasks, didactic tools), pedagogical conditions, theories, concepts used in the development of competencies of military graduates.

The components of the operational-effective block are as follows: measurement complex, taxo-indicators for evaluating competencies, levels of competencies.

The model of professional skill development of military education teachers reveals the process and result of their training, which is represented by a systematic quality - personal and professional competence, which ensures the readiness and ability of the future military education teacher for successful professional activity.

It should be noted that the model of professional development of military education teacher is, on the one hand, the result of a systematic design of the professional development of a graduate.

The educational process implemented in the pedagogical model of the professional skill development of the military education teacher is determined by a comprehensive set of forms, methods and tools as components of the mechanism of its implementation.

Forms, methods, educational tools, preparation of educational materials, development of materials for current and final assessment, correction of educational results are determined by the competences being developed.

In order to implement the model of developing the professional skills of the military education teacher, it is important to develop a targeted pedagogical program for the formation of future competencies in the educational process of military education.

The targeted pedagogical program is characterized by:

optimal construction and implementation of the educational process that guarantees the achievement of didactic goals;

dividing the process of developing the professional skills of a military education teacher into stages in a logical relationship;

technological efficiency of implementation, which is an indispensable condition for achieving results in accordance with the set goals.

It meets the following requirements:

focusing on increasing the knowledge activity of the future military education teacher, the higher

educational institution of military education implements the processes of training and personal development of cadets in accordance with the goals and tasks of the educational process;

takes into account the personal characteristics of the military education teacher and the characteristics of their interactions in the group;

combines theoretical and practical components of the educational process for the most effective development of the personal and professional competence of the future military education teacher;

provides a military-professional direction of the educational process.

Thus, the targeted pedagogical program is considered as a set of consistent, interconnected pedagogical actions that instrumentally ensure the guaranteed achievement of the predicted result in the pedagogical conditions created in our research.

It should be noted that the project method allows to improve the professional skills of military education teachers that develop in their activities: teamwork, decision-making, setting tasks, designing problem-solving activities. At the same time, teachers act as active participants in the educational process.

The planned activities of pre-service military education teachers allow for the creation of prospective programs for the development of

their professional skills, as well as programs for personal self-improvement.

The teacher of military education solves a number of actual problems in the educational process in the development of his professional skills using radically new methods. Taking into account the characteristics of modern military education at all levels, which are characterized by large-scale innovative processes, it is necessary for teachers to comprehensively master the basics of design activities.

Thus, we can distinguish the following activities in designing the pedagogical activity of a military education teacher:

identification and conceptualization of problems is based on identification and analysis of problems of military professional training by the teacher and modeling of different levels of skill development among cadets;

programming and planning include setting goals for the development of structural competencies of cadets, dividing the planned goals into separate tasks;

design consists in justifying the principles of selection and completion of the content of educational science and technology;

the educational process of the military university in accordance with the planned goals of professional activity;

reflexive analysis consists in understanding the professional activity of the teacher, as well as the

activity and personal development of the trainees.

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