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THE IMPORTANCE OF PROFESSIONAL COMPETENCES IN MILITARY EDUCATION

Abstract: It is important to have a deeper understanding of the essence of independence, to love and be proud of the Motherland, to inculcate in the educational process what military students should pay attention to in order to protect the honour of the Motherland. From the content of the sources discussed above, it is clear that the coverage of the content, methods, forms and means of the formation of beliefs and patriotic values in military students is an urgent problem in psychology. At the same time, the main task of educators today is to develop professional competence in students of military education, trained in the defence of the motherland, to form them into more mature personnel. In this article, we will focus on the work in this area.

Key words: independence, military education, competence, military skills, patriotism, methods, historical examples, armed forces, information technology.

Language: English

Citation: Khurramov, M. M. (2021). The importance of professional competences in military education. ISJ Theoretical & Applied Science, 11 (103), 857-862.

Soi: http://s-o-i.org/1.1/TAS-11-103-96   Doi: crossref https://dx.doi.org/10.15863/TAS.2021.11.103.96
Scopus ASCC: 3304.

Introduction

In ancient times, attitudes toward the profession varied, and according to the mythological approach, it was accepted as an important habit that occurs between the birth and death of a person. In human civilization, professional choice became necessary after the first division of labour. In this regard, for the first time in the Sumerian correspondence (V-VI centuries BC) there was a competition for the selection of young and able to join the army. In Egypt, the selection of priests was based on his spirituality. In ancient times, a candidate for a profession or position was examined by priests, philosophers, and scholars. In 1575, the Spanish physician Juan Uarte, in his "Study of the Talented in Science," said: "In determining who has the right talent and the ruler must involve intelligent people to discover his ability in the profession. In the pre-scientific career choice, as mentioned above, some methods and approaches have been discovered empirically and have become the basis for modern theories and views. The stages of the evolution of labour can be summarized as follows:

1) The importance of working survival;

2) Labour as an obligation and debt (as an element of the human social system);

3) Labour as a production and technological necessity (as a factor of human production);

4) Labour as a socio-economic need (as a condition of a person's status in society);

5) Labour as a condition of human development and personal need.

Western approaches to career choice and career motivation The British scientist F. Galton marked the beginning of the scientific phase of career choice at the end of the XIX century with the presentation of man at the international exhibition in London on 17 anthropometric, medical and psychological indicators. The results showed that there is a difference between people, even if they are the same age.

In the early twentieth century, the German psychologist G. Munsterberg was the first to develop psychological tests for professional choice. Munster identified three main problems:

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1) Selection of the appropriate person through professional selection and professional consultation;

2) The highest peak of labour productivity;

3) Achieving the expected psychological effect.

The scientific basis of professional choice was given in 1908 by the American scientist F. Parsons:

a) an optimal view of a particular profession in terms of its individuality, especially the importance of professional abilities;

b) that professional success and satisfaction are based on the level of individual qualities and professional requirements;

c) career choice is a specific process in which a person chooses a physiological or psychological complex related to a particular job or a professional consultant.

The main changes in the above system took place in the 1920s. This is due to the widespread use of the "Taylor" system in labour organizations and industry. Taylor stressed the importance of the idea that "the maximum income of the entrepreneur is provided by the maximum well-being of each employee." The basis of Taylor's concept was to know that the management of the working staff is the labour organization and its efficiency is the starting point of the issue.

There are four main principles of Taylor's professional competence:

1) classification and generalization of qualifications, skills of all employees;

2) careful selection based on scientific criteria;

3) a well-thought-out system of staff expansion;

4) division of labour and responsibility into workers and managers.

According to Taylor, man had to work in a hierarchical and rigorous division of labour, with a definite system of production, within a framework of great demands.

The United States, France, and Germany have created a system of personnel selection based on the Taylor system. A rational approach to this is still used in modern management, especially in the conveyor technology of production.

Weber's sociological conception of bureaucracy was to develop Taylor's ideas and to make the organization a non-personal mechanism and to function flawlessly, profitably and profitably.

In its administrative concept, the file should ensure the manager's attitude to privacy and strict adherence to the plan, stability. In the 1930s, the bureaucratic form of the socio-economic situation, the rational organization of labour, began to be frequently criticized. Psychological factors of labour activity came to the fore. In contrast to the rationalist approach, the concept of "human relations" emerged. This concept was founded and implemented by E. Mayo, one of Hawthorne's experimenters, in 1927-1939. Experiments have shown that the objective factors of labour organization play an important role in production. In the experiment, the working conditions of the workers were improved, they were introduced to rest hours, weekly working hours were reduced, and lunches were organized. Efficiency increases. These benefits were removed, but productivity did not decline. Although these benefits were removed from the workers, they explained why their work had not been reduced, saying that the management had done a lot for them. Thus, the hypothesis of the method of leadership and the form of interaction in production began to be put forward. Meyo's later experiments showed that people's social attitudes were a function of the norms of different groups. From him earlier, F. Taylor also drew attention to the phenomenon of working with the group. He writes that when working with a team, the efficiency of individual production of each worker leads to a negative level, for example, the employee has to obey the norms of the group, even if he is oriented to his own norms. Based on the above historical facts, our country is currently taking measures to develop the competence of not only technical, but also military education students. At the same time, of course, the work of experienced teachers is commendable.

It is known that the foundation of all spiritual and moral qualities, military concepts and skills will be stable only if they are formed from the age before conscription. It becomes a decisive factor in the formation of military leaders as individuals. After all, the culture of behaviour has a special place in the structure of spiritual and moral qualities. In addition to the home and family environment, students in the educational institution face problems of initial military treatment and attitudes. It is characterized by the formation of a military leader in the educational institution, based on the laws of education in a consistent and integrated manner. That is, there is a professional influence that is different from the family, neighbourhood, street, educational influence. There is also a national harmony in education. In other words, if the upbringing of national values and local traditions is a priority in the family and the community, the educational institution will work on the formation of concepts and skills in the field of basic human values and military knowledge. Therefore, in the context of the subject of the article, I would like to mention the following aspects of the culture of behavior in the formation of professional competence of teachers of military education before the next conscription:

- The relationship between military educators and future military leaders;

- a greeting between future military leaders;

- attitude in the process of socially useful work;

- Relationships in the classroom;

- formation of behavioural skills of future military leaders;

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- formation of elements of formal relations in the process of public works;

- Relationships between colleagues;

- to express gratitude.

These qualities are directly based on the pattern of moral activity of military leaders. But it is pedagogical skill that the behavioural culture of military leaders is the primary means of influencing the educational process. This is something that future military leaders need to know. This ancient culture is a spiritual treasure, the world-famous Uzbek humanism, hospitality and patriotism have a special place in the national values. The social significance of human behaviour is immeasurable, historical, national and universal. In addition to the study of behavioural culture as a whole in the context of moral, aesthetic and economic education, the study of it as a separate scientific problem, a professional skill, increases its social significance. The issue of pedagogical behaviour is also unique and has been studied to some extent by scholars around the world.

However, in independent Uzbekistan, the pedagogical system of humanization, democratization of the military education process and the free development of the young generation of independent thinking has not been created. It is a requirement of the time that the theory and practice of sub-military pedagogical treatment be based on the methodology of humanization of the military educational process before conscription.

Requirements for the professional competence of future military education teachers The task of the pre-conscription military education process is to prepare pre-conscription students for the national army on the basis of a social order that reflects the needs of society. In the process of pre-conscription military education, young people acquire the knowledge, manners, customs, culture and labour, military knowledge and skills accumulated by their ancestors, take their rightful place in society on the basis of life experience and form their potential and worldview, personality of the military educator, his professional skills are important. At the same time, the formation of the qualities necessary for young people to solve new problems and challenges arising from the requirements of the time is a priority of the field of military pedagogical activity. To do this, a military educator must first have the skills to impart new knowledge and to engage in creative activities in response to changing working and living conditions. In this regard, the President of the Republic I.A. Karimov said: "We are facing an urgent issue, such as providing educators with modern knowledge, improving their knowledge and skills. In my opinion, this is the main problem in changing the education system. We demand that the teacher give our students modern knowledge. But in order to impart modern knowledge, first of all, the coach must have such knowledge" -he said. An individual is defined as an important component of the national model of training, the main subject and object of the training system, the consumer of services in the field of education and their implementer. This has created the necessary basis for the establishment of person-centered education in our country.

First of all, person-centered learning changes the paradigm of education. Until now, teaching has been a priority in the current education system, but in the information age of society, the priority is to teach reading. Modern pedagogical staff has a new position, the task of which should be focused primarily on the organization of independent learning activities of students, the acquisition of knowledge independently and the formation of skills to apply them in practice. For such purposes, the educator should choose teaching methods and technologies in such a way that young people not only acquire ready-made knowledge, but also acquire knowledge independently from various sources, form their own point of view, substantiate it and acquire new knowledge.

Now let's talk about the qualities of practical professional competence:

- Pedagogical and psychological training, skills of organizing and conducting lessons, pedagogical and psychological bases of forms of teaching used in the process of pedagogical education; use of psychodiagnostic methods; appropriate use of teaching methods and tools in the forms of teaching; to ensure the coherence and continuity of the content, methods, tools and forms of education; have a theoretical and practical basis for the use of pedagogical and information and communication technologies. Didactic requirements for pedagogical lectures, seminars, practical and laboratory classes; development of reproductive learning tasks for each stage of training on the basis of didactic purposes; be able to make interdisciplinary, interdisciplinary connections. This will give students a basic understanding of military education.

- Acquisition of methods and means of education, the ability of teachers to effectively use scientific-theoretical, spiritual-enlightenment, cultural values in the organization of spiritual and educational work, the inculcation of the national idea in the minds of young people in the teaching process know the content, tools, methods and forms; it is necessary to unite young people in a team, to organize their leisure time meaningfully, to evaluate the work done, to know the forms of spiritual and educational work organized in educational institutions, the norms of pedagogical ethics. As a result, military students develop a sense of patriotism.

- Organization of independent and creative work, pedagogical knowledge of the socio-pedagogical necessity and theoretical basis for the formation of independent and creative thinking skills in military students; a gifted military student must know the diagnostics of youth identification, ways to create

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organizational and educational support for independent education, be able to effectively select and combine tools, methods and forms based on the content of the training material.

- Preparation for the monitoring of mastery, the ability to develop mechanisms of objective assessment of the knowledge of pedagogical military students, the development of a set of didactic tools aimed at their perfect application in rating control; knowledge of the mechanisms of objective assessment of the knowledge of military students and their ability to apply them perfectly in the control of the rating, the development and application of standardized tests; be able to design and apply rating system tasks at a reproductive and productive, partially exploratory and creative level; on the basis of didactic analysis of the teaching material to determine the elements of learning that need to be mastered, to determine the amount of material and on this basis to develop proposals for improving the content of education; to be able to formulate a set of problematic questions to activate the cognitive activity of military students in the classroom; to be able to make corrections to the educational process on the basis of written work, oral questions, analysis of the results of practical work, identified errors and omissions; be able to develop ways to increase the effectiveness of training based on the organization, management and evaluation of learning activities.

- The use of ICT educators know the basics of computer science and information technology, storage, processing, distribution and display of information, the ability to work with Microsoft Office programs, including Windows, spreadsheet technology in Microsoft Excel, the main features of the Internet, the Internet information about Web sites that sort information fields, knowledge of information retrieval and data entry technologies from the Internet, knowledge and use of e-mail and access technologies, basic types of software, preparation of special presentations and electronic resources on subjects, etc. It is able to use information technology in solving practical problems in the educational process; distance learning should create and use an e-learning database. Because in today's globalized world, it is important for every military student to be competitive with each other so that young people are aware of information technology.

- Mastering foreign languages Ability to understand and discuss the main meaning of audio and video texts in different genres (television, radio, advertisements, news, etc.) in a foreign language; listening comprehension of any speech; to understand various documentaries and feature films, TV talks, shows, performances in a foreign language; comprehension of lectures, presentations, speeches on professional and personal interests. Ability to write short simple notes and information, write uncomplicated personal letters, fill out questionnaires, information notebooks, write a biography, compose announcements and letters, summarize without grammatical and lexical errors and writing essays, e-mails, letters to Internet forums; choosing a formal or informal style in written speech according to the genre and purpose of the text; writing annotations, abstracts on familiar topics.

- Self-professional development is a scientific and theoretical mastery of a range of disciplines taught by the teacher, knowledge of the history of development, achievements in science, problems, research results; mastery of information culture; mastery of foreign languages; analysis of textbooks, manuals, teaching aids, their effective and appropriate use in the educational process. Objectives, tasks, subject and object of science, basic methods; basic requirements for science; total load capacity and its distribution; general qualification requirements for future military specialists preparing for science; implementation of scientific and methodological work, organization and management of the process of professional activity; the dependence of the development of science on information and communication technologies; basic literature used; level of professional competence in science; horizontal and vertical integration of the subject with other subjects in the curriculum; problems and solutions of science development.

The proposed model reflects the requirements for a military educator at the current stage of modernization of the pre-service military education system. The formation of professional competence of future military education specialists is a creative development, the ability to quickly adapt and manage changes in the environment, the ability to enter quickly, the socio-economic and spiritual development of the process depends on the professional level of the military specialist.

In the formation of professional competence of the future military education specialist, the pedagogical and technical-technological problem situation is noted as a set of conditions that allow to create a pedagogical process.

In pedagogical higher education institutions, basic competencies are determined at the level of educational blocks and academic disciplines for each stage of education. In determining the order of basic competence, the essence of social and personal experience in accordance with the main objectives of professional pedagogical education is vital in the process of organizing professional activity in a social society. From this point of view, the basic competence is divided into: holistic - meaningful, socio - cultural, educational - knowledge, information retrieval, improvement. In the process of completing assignments, students develop causal-organizational (valuable areas of independent organization of educational activities, knowledge, skills and abilities), semantic-procedural (knowledge of the essence of

educational activities and personal qualities that determine the success of these activities)) and assessment-assessment (self-assessment of personality traits, which are considered necessary for independent learning) are formed in a complex way in the process of independent learning.

Information and methodological support will play an important role in the formation of professional competence in the training of future military specialists. The effective use of information technology in distance education and teaching aids is a key factor in shaping the professional competence of a military student in improving the quality and effectiveness of education.

The effectiveness of the experimental work on the factors of formation of professional competence of students of pre-service military education was determined as follows:

1. As a result of theoretical and practical research on the factors of formation of professional competence in students of pre-service military education, the content of the concept of "professional competence" and the main directions of its development were identified, this problem must be applied to military pedagogical training. -conditions are set.

2. On the basis of our theoretical views, the conditions of methodological support of military pedagogy were determined and opportunities for the formation of professional competence in students of pre-service military education were identified.

3. The analysis of the theory and practice of education has shown that at some stages of the training of future military leaders, a creative feature is formed in the acquisition of skills and knowledge. Each of these features has its own distinctive features, aspects that correspond to the structure and conditions of military pedagogical leadership.

4. Didactic conditions, methods, stages, indicators of formation of professional competence of students of pre-service military education are defined.

5. Experimental analysis and results of theoretical research The leading role of the military leader in the formation of professional competence in students of pre-service military education, his personality, knowledge, attitude to work and pre-service students, professional skills reaffirmed its importance in the successful resolution of the issue.

CONCLUSION

President of the Republic of Uzbekistan I.A. Karimov said: "We are facing an urgent problem, such as providing educators with modern knowledge, improving their knowledge and skills. In my opinion, this is the main problem in changing the education system. We demand that the teacher give our students modern knowledge. But in order to impart modern knowledge, first of all, the coach must have such knowledge", -he said. Concluding from these considerations, it is repeatedly emphasized that pre-service military education students should have a number of skills in the formation of professional competence. At the same time, it is important that future military leaders be able to develop and influence the military activism, emotions, and behaviour of young people by setting an example in their work.

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