

Improving Professional and Pedagogical Training of Cadets in the Military Institutes

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Abstract - This article discusses a problem of developing and modernizing contemporary system of military education. Limitations in sphere of psychology, methodology, pedagogy, and military specialists' skills are revealed. Necessity of making an optimal decision in sphere of education in military high schools, perfecting a pedagogic discipline of future officers is substantiated.

Keywords - Military Specialist Training, Officer, Military Service, Methodic Mastery, Military High School Graduate, Practical Activity, Respect To The Motherland, Private Discipline

Nowadays, concerning reforms and developments in Armed forces of Uzbekistan, the most necessary decision is improvement and literate training of military specialist, professional officer, who can realize own soldiers' combat training, held with them literate and educational works. This depends, for, continuous work on getting better with not only military but also pedagogic knowledge and skills, peeling off own methodic mastery. The officer is a man, with whom soldiers under submission must equal. Exactly he is a reference of pride of serving the country, symbolizes love and devotion to the motherland. So, beginning the earliest stages of training of military specialist, professional it is necessary to focus on the formation of future officers' competences required for the implementation of competent vocational and educational activities in the framework of military service.

Nevertheless, practice shows that the majority of graduates of military institutions have an insufficient level of training in working with personnel. The main disadvantages are:

- The insufficient level of knowledge in the field of psychology, pedagogy and methodology in practice, problems with the implementation of individual educational work;

- An obvious lack of desire to implement educational activities with subordinates, non-ability to build the right relationships with personnel;

- Shortcomings in practical disciplinary activities, inability to plan work with maintain discipline in the unit;

- The lack of personal discipline, problems in rallying the team, in particular, the multinational one what is characteristic of the armed forces of the Republic of Uzbekistan.

These shortcomings indicate a low level of pedagogical training of future military specialists due to the underestimation of the need to introduce into the military education system in-depth professional pedagogical knowledge. It is mistakenly to believe that any commander can become a good teacher, educator and mentor without special knowledge. Today, military schools lack a comprehensive system for training military specialists for pedagogical work with military personnel. In addition, the pedagogical and psychological training of the teachers themselves leaves much to be desired. For these reasons, the vocational orientation of the cadets is not conducted at the proper level.

Thus, an obvious need is to implement a set of oriented pedagogical actions for managers and teachers, officers

aimed at developing pedagogical knowledge, abilities and skills of military students. For the implementation of high-quality professional pedagogical training of cadets, it is necessary to organize the correct educational process in military educational institutions. Therefore, it is necessary to make a choice of effective pedagogical methods and means of effectively solving educational problems.

An important approach to the improvement of vocational training is the use of psychological and pedagogical support during teaching cadets. This support consists of the ability of teachers and military specialists directly and evenly apply knowledge in psychology and pedagogy to manage the organization of educational activities in military schools. Effective psychological and pedagogical support implies the active work of psychologists and managers in resolving conflicts in a team. This psychological approach in the educational process can be carried out as a form of direct psychological assistance, for example in the form of psychological counseling or through the formation of an educational process. For example the using of methods in individual learning development of the structure of interpersonal relations. The second condition for the formation of a model of vocational and pedagogical training for future military should be the integration of training disciplines based on the integrity of the tasks to be solved, competent transition from narrow subjects to interconnected broad disciplines by applying inter disciplinary connections and so on. This contributes to the improvement of the holistic professional training of future officers.

Thus, developing a model of vocational-pedagogical training in military higher educational institutions, it is necessary to determine the relationship between each component of this model and each stage of training cadets, to fix conditional order of changes at each stage of training in order to find a short path to achieving the goal. It should be understood that each stage of future military professionals has its own psychological didactic social educational tasks, developmental and educational functions, the intermediate and final results, which must be achieved by a cadet in the process of mastering a profession.

Thus, the tasks of the first stage of development of professional pedagogical competencies are the adaptation of the future officers to a military institution, the development of professionally significant qualities of a junior commander, ensuring consistent translation from general educational fundamental preparation, formation of responsibility for the process of training in military duties, development of a positive attitude to the military profession.

The task of the second stage of vocational training of cadets is to train future officers to fulfill the duties of a platoon commander by improving the personal and professionally significant qualities of the commander.

And finally, the final third stage is the preparation of cadets for the implementation of professional activities. It is worth noting that the educational process in military high schools is characterized by complete immersion in the environment of a higher educational institution on how a cadet has to spend this time in a closed pedagogical space, which leaves a special imprint on the structure of the pedagogical influence on cadets.

As for the function in the course of professional pedagogical training in the military, must be, in our opinion, paid special attention to the educating and developing functions.

Regarding the social point of view, the goal of vocational training of cadets is to orient the formation of a set of psychological and pedagogical knowledge and skills that contribute to the rapid adaptation of the officer to the social environment, as well as allowing him to fully take his mental and professional abilities for the benefit of society and the army.

Thus, for the professional pedagogical training of the military from the point of view of pedagogy, it is necessary to change the approach to the process of mastering educational material, to create effective conditions for the realization of the individual abilities of each student, to use complexes of learning tasks aimed at the application of pedagogical and educational skills in the future military profession.

In conclusion the above, we can conclude that to implement the model of vocational and pedagogical education in military higher educational institutions, it is necessary to improve methods and means to accomplish the main goal of educating a future military specialist as a moral personality, a citizen, a patriot of his homeland. We believe that the main task of professional pedagogical training of future officers should be the formation of a full understanding of the importance of educational activities with the current requirements for the military.

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