

## THE ROLE OF PEDAGOGICAL KNOWLEDGE IN THE ACTIVITIES OF MILITARY LEADERS AND OFFICERS

Son of Shernazarov Khushnudbek Sunnatullo

4th Grade Student of Nizami TDPU Military Education Faculty

### Abstract

In this article, the object of military pedagogy is the process of preparing personnel to perform their service and combat duties; Pedagogical laws of the process of military and spiritual-educational training of soldiers serve as its subject (content). Key words, youth. Educators, military, armed forces. military education

**Keywords**, military pedagogy, youth, personnel training, motherland.

At the beginning of the speech, I would like to start with the words of our first president Islam Karimov, the President of the Republic of Uzbekistan I.A. Karimov, at the third session of the second convocation of the Oliy Majlis of the Republic of Uzbekistan, once again emphasized that the protection of the Motherland is the sacred duty of every Uzbek today. Since January 1999, military reforms in the Armed Forces, namely, the gradual reform of the Armed Forces, border and internal troops, on the basis of a unified state policy, have begun. The essence of the reform strategy is to create a fast, well-equipped Armed Forces capable of reliably and effectively protecting the peace of our country.

The main concepts of military pedagogy are as follows: Education is a pedagogical influence on the soldier's mind, psyche, and will based on a purposeful, defined system in order to develop scientific worldview, spiritual and educational concepts, moral relations, combat and professional qualities, aesthetic attitude to existence, physical and mental strength. . Training is the process of arming soldiers under the guidance of specially trained people with the necessary knowledge, skills and abilities to successfully perform their service and combat tasks based on a targeted and defined system. Education is a set of knowledge acquired and systematized as a result of education, skills and competencies, and worldviews formed. Development is the process of purposeful improvement of the soldier's mental and physical capabilities in accordance with the characteristics of the tasks to be performed and the conditions of military service.



Mental training is a process of purposeful formation of mental qualities in a soldier to ensure his constant internal readiness and high emotional-will stability to perform his military duty and fulfill tasks in different conditions.

Independent education is a purposeful conscious activity of a soldier to form and develop the qualities necessary for the successful performance of his social and service duties. Independent education is a purposeful independent work of a soldier to acquire, deepen and improve knowledge, skills and abilities. Knowledge is the manifestation of existence, events and phenomena, their connections and relationships in the human mind.

Skill is the thorough mastery of actions, their automatic execution. Qualification shows the level of readiness of the soldier to perform his tasks and is manifested in the effective use of knowledge and skills, the ability to correctly and successfully apply them in new and complex conditions.

Nowadays, the demands placed on the level of military-pedagogical knowledge of officers, commanders and educators in training soldiers and military teams, increasing the combat readiness of military units and units are increasing more and more. At the same time, the range of tasks of military pedagogy is expanding. The main tasks of military pedagogy are:

- to study the essence, characteristics and laws of the military-pedagogical process and its components, which are the processes of education, training, mental preparation, development, independent education, independent education;
- education and training on the basis of the changes taking place in society and the Armed Forces, as well as on the basis of the improvement of combat equipment and weapons, methods of fighting, changes in the quantity and quality of personnel, strengthening combat training identifying principles, developing and improving forms and methods;
- to determine and justify the conditions for successful implementation of the requirements of the principles of education and upbringing in the implementation of the educational process with different categories of military personnel in different conditions;
- developing and improving the system of education and training methods based on the specific characteristics of the types of troops and the training of military specialists of various specialties;



- improvement and development of the forms of organization of educational work, research of effective ways of determining, checking and evaluating the level of education and upbringing of soldiers and military teams;
- planning to predict the development of the military-pedagogical process;
- as a central problem of didactic research, to activate the cognitive activity of soldiers, to search for and use ways, methods and tools to reduce the time it takes for individual soldiers and military teams to acquire a high level of military-professional training;
- to study the specific characteristics of military teams and take them into account in the educational process;
- to increase combat training and military discipline, to increase the moral and educational activity of soldiers, to learn ways to achieve spiritual and moral maturity;
- determining the pedagogical conditions for organizing a competition between military personnel and military teams;
- making the team cohesive, studying the methods of forming mutual relations, healthy mental environment and social opinion in it according to the requirements of the regulations, etc.

Also, based on the leadership, teaching and mentoring activities of officers and contract servicemen, the following tasks are also important for military pedagogy:

- determining their place in the military-pedagogical process;
- to show the ways, contents and methods of formation of pedagogical culture and pedagogical skill in them;
- to reveal the ways and essence of gaining respect;
- study and generalize advanced pedagogical experience, develop methods of conducting military-pedagogical research.

The pedagogical skill of an officer has its criteria. They consist of:

1. The scientific basis of methods, tools, forms and methods used in pedagogical activities.
2. Coordination of pedagogical practice with innovations and achievements of pedagogy, psychology and other disciplines.
3. Stability, relevance, optimality and future orientation of positive results for a long time, even in changing conditions.
4. The teacher's ability to generalize and popularize his and others' advanced work experience.
5. High responsibility of the teacher in relation to his task.



6. The teacher's organization, demandingness, etc.

Based on the mentioned criteria, it can be shown that an officer should have the following professional qualities as a pedagogue:

- ◆ able to form a system of scientific knowledge;
- ◆ to constantly expand his scientific outlook;
- ◆ he understands that his profession is difficult and honorable, and that's why pride;
- ◆ formation of skills and abilities to study;
- ◆ ability to make a psychological and pedagogical diagnosis of a subordinate;
- ◆ to have organizational skills;
- ◆ to be creative and enterprising;
- ◆ ability to collect and distribute information;
- ◆ able to use the experience and knowledge gained in life;
- ◆ strong need for learning;
- ◆ having pedagogical demands on the learner;
- ◆ to always be devoted to his profession, etc.

The existence of the listed qualities is one of the necessary conditions for the professional improvement of an officer as a pedagogue.

Pedagogical skill is a multifaceted and broad concept, its formation and development takes a long time. Officer's military-pedagogical formation and development of qualities and professional-pedagogical skills is a process that has internal contradictions and is influenced by many factors. This process does not happen by itself, but is controlled, and primarily depends on the level of knowledge, outlook, mental, aesthetic and physical development of each officer.

The formation and improvement of pedagogical skills is achieved by overcoming the contradictions in the professional, social, mental and spiritual development of the officer. According to research, these contradictions are:

- ◆ contradictions between the officer's knowledge, general education and behavioral experience;
- ◆ contradictions between the officer's understanding of what and how to do it and practical actions;
- ◆ contradictions related to the officer's behavior in different conditions and situations;



◆ contradictions between the officer's personal assessment of the level of development of pedagogical tact and the opinion of his superiors, colleagues, and others.

As an important condition for solving such contradictions, it is possible to show the correct understanding by educators and students of the complex aspects of professional formation and development, the ways to eliminate the factors that prevent solving the tasks of educating the qualities necessary for an officer.

The formation of the officer's professional qualities and pedagogical skills is influenced by the way of life in the society, daily activities, moral and spiritual atmosphere in the team and other factors.

Analyzing the life and work of an officer, it can be shown that this process includes several stages.

1. Formation and development of military-pedagogical qualities in officers is founded during their studies at a higher military school. In cadets, inclination and interest in future military-pedagogical activity is formed. During this period, the basics of necessary knowledge on all issues of military professional-pedagogical activity, the methodology of the educational work process are given, basic qualifications and skills are formed.

2. The process of performing their service activities in military units plays an important role in improving the pedagogical skills of officers.

The first years of officer service are an important and responsible period in their formation as teachers and educators. Because he will now have to apply the acquired knowledge, skills and abilities in practice, and he will feel his personal responsibility for this.

It is appropriate to implement the following measures to improve the pedagogical skills of the officer:

1. Arming officers with the necessary scientific knowledge

Targeted and systematic pedagogical impact on the officer's personality using various tools and methods.

3. Organization of service and life in the military unit based on the requirements of military regulations.

4. Wider involvement of officers in the educational process.

5. Organization of the officer's independent work on himself, control of his activity, behavior, etc. in order to increase his knowledge, general cultural level, military-pedagogical skills.





Carrying out such activities on a planned basis and continuously creates the basis for the officer to acquire the peak of pedagogical skills faster.

One of the important components of an officer's pedagogical skills is pedagogical skills.

Ability is an individual characteristic of a person, a subjective condition for the successful implementation of a certain type of activity. Ability is not knowledge, competence, skills, but is formed and developed on the basis of them, and is manifested in the speed, depth and strength of mastering the methods of activity. Pedagogical ability serves as an important factor for a person to achieve high results during pedagogical activities.

Abilities are individual-psychological characteristics, and they depend on certain other characteristics and qualities of a person - intellectual qualities, memory, character traits, emotional characteristics.

For the effective organization and implementation of pedagogical activity, an officer should have several different types of abilities and should be trained.

The following types of pedagogical skills are given in the psychological and pedagogical literature:

1. Scientific knowledge is the ability of the pedagogue in the relevant fields of science. A teacher with this ability knows science not only in the scope of the training course, but much more widely and deeply, he always follows the news and discoveries in various fields of science and life, he is able to obtain and analyze the necessary knowledge and information. This kind of ability allows him to keep pace with modern scientific thought.
2. Organizational ability, the ability to organize and unite the pedagogical team of the department, to encourage them to solve important tasks and to organize their work correctly (to be able to plan and control their work correctly, adaptability, etc.) is manifested in This type of ability helps the pedagogue to properly organize his personal activities. A number of personal qualities of a teacher, such as discipline, precision, seriousness, and a responsible attitude to one's task, indicate the development of his organizational skills.
3. Didactic ability - the ability to explain the educational material, convey it to the mind of the learner in an interesting and clear way, scientific curiosity, the ability to effectively use science and technology innovations in the educational process. Didactic A competent pedagogue has a creative approach to his work and can arouse mental activity in the learner.



4. The ability to explain is the ability to explain the educational material to students in a comprehensible way, to arouse interest in active thinking in them independently. It is necessary for the teacher to be able to change the teaching material in necessary cases, to make the difficult thing easy, the complicated thing simple, and the unclear thing understandable to the subordinates.
5. Communicative (communicative) ability of the pedagogue-officer to have effective pedagogical and psychological interactions with subordinates, superiors, various categories of servicemen and workers, as well as their family members, parents of soldiers, and representatives of the public. It is manifested in the acquisition of rnata.
6. The ability to observe is manifested in the officer's ability to enter the inner world of his subordinates and those around him, perceive their mental state, inner experiences, positive and negative changes in them.
7. Speech ability (speech technique) is the ability of a pedagogue to clearly and clearly express his thoughts and feelings using speech.
8. The ability to gain reputation is a direct emotional-volitional influence of the pedagogue-officer on the mind and psyche of his subordinates and colleagues through his knowledge, practical activities and responsible attitude to duty, behavior, exemplary behavior in everyday life and in his family. It is manifested in the ability to show a secret and create a positive opinion about himself on this basis.
9. The development of the ability to see the future helps the pedagogue to anticipate the results of his activities and actions, to plan, to look for ways to eliminate mistakes and shortcomings, and to instill a sense of confidence in achieving success. . Pedagogical optimism is important in the development of this ability.
10. The ability to allocate attention is the ability of the pedagogue to control and mobilize all the features, size, and strength of attention.
11. The ability to persuade is the ability of the training officer to explain and influence a subordinate who is irresponsibly and unconsciously related to the acquisition of knowledge and the performance of his duties with the help of his firm words and will.



### References:

1. Ch.R.Nasriddinov "Military Psychology" Science Publishing House, Tashkent 2004.
2. A. Sotib-Oldiev, A. Karimjonov "Military pedagogy" Eastern publishing house, Tashkent 2009.
3. A. Yu. Sotvoldiyev. Methodology of organization and training of military training before the call-up.
4. Islam Karimov. "Uzbekistan on the threshold of the 21st century". 1997.