

SCIENTIFIC AND THEORETICAL ANALYSIS OF PROFESSIONAL COMPETENCE IMPROVEMENT OF FUTURE MILITARY PERSONNEL

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ANNOTATION

The article presents specific features of professional competence formation in future military personnel, information on the development of professional competence, as well as scientifically and theoretically based information on the conditions and opportunities included in the content of competence.

Keywords: Military education, future officer, military pedagogy, competence, socio-pedagogical issues, military professional competence, moral-ethical component, deontology or professional ethics, normative-legal, pedagogical-psychological and acmeological component;

INTRODUCTION

It is known that many scientific researches and projects on the further development of education are being carried out in the world education system, where great importance is attached to the development of all areas of pedagogical professional training. In particular, he demanded the task of activating military education and introducing a mechanism for training specialist personnel. Organization of military education processes, achievement of effective results, modern knowledge in the field, advanced foreign experiences, organization of information and communication technologies are required.

The development of the level of professional competence of military personnel and methodical evaluation are gaining importance in the world. It requires modernization and integration of the military education system in accordance with the requirements of the social environment, the introduction of competency-based state education standards in higher military educational institutions, as well as the development of advanced innovative mechanisms that serve to increase the effectiveness of the military education process.

In our country, new scientific approaches to the issue of adapting the content of professional training to rapid changes in science and technology and production development are being formed in our country, based on the provision of practical training of future military personnel. The content of the education provided for future military personnel, the organization of the educational process at the level of world standards should meet the requirements of the national economy and social system, which is developing on an innovative basis. Therefore, introducing the most effective mechanisms of training qualified military personnel, especially future military personnel, forming their professional qualifications, as well as raising moral, moral and intellectual development to a new level in terms of quality, are among the urgent problems facing the military education system today.

The President of the Republic of Uzbekistan, Top Commander-in-Chief of the Armed Forces, Sh. Mirziyoev, at the extended session of the Security Council of the Republic of Uzbekistan, said, "Ensure an effective system of working with personnel, training and improving their skills,

and appoint the most suitable military personnel and employees with rich practical experience and skills." "It is necessary to introduce an effective system of selection for teaching activities,"¹ he emphasized.

LITERATURE REVIEW

Scientific research on socio-pedagogical issues in the field of education has been scientifically studied by a number of scientists. For example, B. Rahimov, N. Taylakov, Sh. Sharipov, U. Begimkulov, N. Muslimov, L. Akhmedova mentioned in their research the issues of improving the professional competences of specialists in certain areas.² The issues of analysis and systematization of methods of formation and improvement of professional competences in various processes were considered in the scientific researches of scientists of the countries of the Commonwealth of Independent States, including V. Baydenko, A. Zalevskaya, E. Zeer, I. Zimnyaya, O. Polyakov.³ Also, in the scientific views of S. Batyushkin⁴, I. Vlasova⁵, D. Meshcheryakov⁶, the specific features of the formation of moral-ethical, professional and combat characteristics of military personnel in higher military educational institutions are shown.

Under the concept of military-professional competence, a set of professionally significant qualities, abilities and integrative aspects of readiness to solve professional problems and tasks using knowledge, skills, abilities, professional and life experiences, values and culture are understood in real situations of military activity. D. Meshcheryakov defines competence as the main essence of competence and competences, which reflect the personal and professional characteristics of a specialist for future military professional activities. And V.A. Slastenin⁷ considers the description of "professional competence" by connecting it with professional skills. In this, he believes that the description of competence is a hypothetical model, which is an opinion about the qualities that a specialist needs to perform a highly effective professional activity⁸.

The historical roots of the concepts of professional competence have been studied in scientific-theoretical studies. For example, U. Abdusamatov's master's thesis describes the specific features of the formation of professional and pedagogical culture, especially competence of future military personnel, while L. Yangiboev's master's thesis describes the methods of forming the communication skills of future military leaders. In addition, A. Irisov, A. Redjaboev, R. Hamrokulov, A. Sotvoldiev, U. Temirova, etc., a scientific study devoted to the teaching

¹ Mirziyoev Sh. Speech on the topic "Our Armed Forces are a solid guarantee of the stability and development of our country" // Speech at the extended session of the Security Council of the Republic of Uzbekistan. // *Vatanparvar*, January 13, 2018.

² Ahmadjonov A. Forms and methods of improving professional competencies of future teachers // *ACADEMIC RESEARCH IN EDUCATIONAL SCIENCES VOLUME 2 | ISSUE 4 | 2021*. Pages 815-825.

³ Tarasova N.V. Strategy for implementing a competency-based approach in education: historical and pedagogical aspect - M.: FIRO, 2007. - 52 p.

⁴ Batyushkin S.A. Military education - problematic issues and ways to solve them / S.A. Batyushkin, A.A. Korabelnikov // *Bulletin of the Academy of Military Sciences*. – 2013. – No. 2(43) – P. 105-110.

⁵ Vlasova I.V. Formation of professional and communicative competence among university cadets of the State Fire Service of the Ministry of Emergency Situations of Russia [Text]: abstract. dis... cand. ped. Sciences: 13.00.08 / I.V. Vlasova; St. Petersburg State Fire Service of the Ministry of Emergency Situations of Russia. – St. Petersburg, 2010. – 26 p.

⁶ Meshcheryakova E.I. On the formation of a culture of independent activity of cadets in creative-accent training systems / E.I. Meshcheryakova. – Voronezh: VSU, 2003. – 124 p.

⁷ Slastenin V.A. *Pedagogy. A textbook for teachers of pedagogical educational institutions*. – M.: "School-Press", 2000. – 512 p.

⁸ Meshcheryakov D.V. Identification of competencies of a military university graduate / D.V. Meshcheryakov // *Bulletin of Tambov State University. Series: humanities*. – 2012. – No. 10(114). – pp. 165-170.

methodology based on the methods of content creation of the pedagogical technology of the future military education teacher, that is, the concept of pedagogical technology, its characteristics, interactive method conducted work.⁹

However, it was necessary to carry out scientific research on the content and methodical conditions of the development of professional competence of future military personnel based on innovative approaches.

RESULTS AND ANALYSIS

The need for formation and development of professional qualifications of military personnel is determined by the requirements of the social order for the guaranteed protection of the homeland, ensuring military security, and solving the problems of reforming the Armed Forces of the Republic of Uzbekistan. One of the main contradictions of the modern military pedagogical process is the existence of a gap between the level of training required of military personnel and the level of their real training. In the modern military pedagogic process, knowledge is mainly acquired, but integrated military-professional skills are not formed. Today, the following can be considered the main reasons for transitioning to the formation of military professional competence in the training of military specialists:

1. Rapid changes in modern society; the high rate of its socio-economic development causes a constantly growing flow of social and professional information, which complicates the process of acquiring professional knowledge. Professional knowledge acquired by military personnel during training is sometimes outdated by the time military personnel are ready to perform their functional duties;
2. Tasks of modernization of military-professional education, which require taking into account the requirements of the military service person and the society's need for highly qualified military specialists;
3. Increasing importance of military servicemen's activity, independence, readiness to perform duties, ability to mobilize personal capabilities to successfully solve various tasks of military activity. It is necessary to prepare a military specialist who does not wait for instructions from the first day of his service, who successfully fulfills his service obligations with creativity and reasonable initiative;

For the effective implementation of military activities, the existence of military-professional competence, formed as the ability of military personnel to successfully solve their professional tasks, remains important. The essence of military professional competence is manifested in the formation of a set of high qualities in military personnel that meet the requirements of military service. The content of military professional competence with the purpose, task and character of military activity with a number of specific features:

- its goals and tasks are justified by the social order of the society and strengthened in laws, military regulations and orders;
- the versatility of the tasks of military activity and their extreme nature;
- is determined by the orientation of the results of military service to strengthening the defense capabilities of our country.

⁹ Mirzaakhmatov V., Madgalipova N. Study of professional competence in future military personnel in socio-psychological research // EURASIAN JOURNAL OF SOCIAL SCIENCES, PHILOSOPHY AND CULTURE. May 15, 2022

Military professional competence means a set of important professional qualities that reflect the readiness and ability of officers to solve professional problems and tasks that arise in real situations of military activity using knowledge, skills, qualifications, professional and life experience, values and culture. In general, military professional competence is the military-professional preparation and ability of a certain officer or military unit to perform combat tasks and military service obligations. In this case, sociality and individuality are closely connected with each other. On the one hand, military-professional competence is characterized by socially-based requirements - military-professional principles and norms based on the system regulating military activity, legal and ethical requirements. On the other hand, it is the personal aspirations of a military person, his personal needs, actions and interests.

The degree of formation of moral-psychological qualities, including creativity and initiative in the performance of duties, moral responsibility, self-sacrifice, readiness for independent activity, impartiality of relations, often depends on the level of understanding and integration of external and internal components in the officer's personality. The concept of military professional competence is complex and multifaceted. Therefore, military activity itself is multifaceted, it includes educational combat (combatant) professional and service activities, which are interconnected, combined with social goals and tasks, the development of certain officer and military unit teams and combat readiness, the moral and psychological state of fighters, military Discipline and other aspects of the results of military service are distinguished. All of them demonstrate the processual and consequential aspects of military service, in which the officer participates as the chief organizer.

Different types of military activities have common and specific characteristics. Its psychological structure includes a motivational guiding link, a comprehensive ensemble of professional actions and analytical control-evaluation elements. In general, the algorithm of this process required understanding the goals and tasks of the military service, studying the situation and making a decision, planning work on the implementation of the decision and organizing its execution, analyzing the results and correcting the military-professional activity. The components of military-professional competence have the characteristics of variability, interdependence, integration, social and personal significance. Therefore, organizational elements of military-professional competence are distinguished in the analysis of individual and group ratio and aspects of military activity. This includes:

- military professional knowledge;
- system of important professional skills and qualifications;
- military-professional positions;
- personal qualities (characteristics);
- readiness and ability to solve various tasks arising in military activity.

Based on the above content, the following components of the structure of professional competence of future officers can be distinguished: spiritual-ethical, deontological (professional ethics), legal-normative, pedagogical-psychological, military-professional and acmeological.

The moral-ethical component is one of the important components of professional competence of future officers. Moral readiness to serve the Motherland, military-patriotic duty, worldview, value orientation, social activism, understanding of the social importance of military service are among the important tasks;

The component of deontology or professional ethics, unlike the moral-ethical component, is manifested in the process of relations with colleagues, employees, trainees during the performance of service obligations. This is expressed not only in the performance of military duty, but also in the interaction between the leader and the executive within the team, in the management system as a whole;

The normative-legal component, in turn, allows the future officer to be able to effectively use the legal culture, worldview and legal knowledge in military-professional activities, as well as to correctly understand the rights and obligations of military personnel, to maintain work documents based on established legal requirements, to comply with the normative requirements of the military management system. and is determined by its implementation;

Pedagogical-psychological component is interpreted as a high level of professional and general training of future officers, and its content includes the ability to work with subordinates, the ability to properly organize interpersonal relationships, communication skills, the ability to work with a team, initiative, the ability to use military knowledge, emotional stability, it is possible to introduce such skills as willpower, the ability to use best practices in professional activities, the introduction of innovative ideas, the ability to develop a strategy for the development of the military team;

The acmeological component is explained by the future officer's desire for personal and professional self-development, his creative approach, his orientation towards finding optimal ways to solve any professional tasks, and the formation of reflection.

By evaluating the level of formation of each structural element, it is possible to think about the level of general professional competence that is manifested in military activity and is expressed in its results. It is also possible to assess the general level of formation of the professional competence of a particular military serviceman and every aspect of military activity, daily relationships, personal development, military service results. Therefore, the modern system of professional training of military specialists should form in cadets a comprehensive military-professional experience in performing various tasks of military service and functional tasks.

CONCLUSION AND DISCUSSION

In each historical period, there were problems related to the formation of military-professional competence of military personnel, and in solving some of the issues of finding a solution to these problems, a deep study of the military heritage of eastern thinkers became of great importance. The ideas of Abu Nasr Farabi occupied an important place in the history of socio-political teachings. In the ideas of Abu Nasr Farabi "about the commander and his virtues", the commander along with his intellectual ability, which is considered useful and beautiful, should also have moral qualities common to all soldiers, and if he wants to bring these actions to the end, he will use the qualities characteristic of soldiers. His bravery should correspond to the bravery shown in the special actions of the military, he says.¹⁰

The experimental and analytical processes showed that in order to successfully form the military professional competence of military personnel, all its structural elements should be sufficiently developed, and these goals should be implemented in a comprehensive military

¹⁰ Farabi. Pamphlets.-T.: "Fan", 1975.-p.122

pedagogical process. This, in turn, requires commanders and chiefs of all levels to correctly imagine and understand the essence, content and structural elements of military professional competences in order to successfully solve the problems of educating military personnel as professionals.

The structural elements of military-professional competence are dialectical cooperation and development. Professionally competent future military serviceman successfully serves the Motherland, performs military activities, daily communication effectively, shows and increases his creative potential, achieves results that match the goals and tasks of the military service and his needs.

Competence of officers as military professionals consists of a system of basic, basic (general) and special competencies that are formed in the course of education and develop in activity. Basic competencies ensure the success of a person in social, economic and other types of relationships. This group includes linguistic, speech, valueological, physical, individual psychological, general cultural, social, communicative, cognitive and other abilities of military personnel. Core competencies are defining and universal for military professional activity. They are formed and improved in the course of military activity. Basic competencies are determined by the need for the normal functioning of a military serviceman. But they are not enough to reflect all the multifaceted features of military activity. Therefore, it will be necessary to define a number of additional special (professional) competencies, standardized by the requirements of laws and military ethics standards, standardized by established examples of performance results and requirements for their quality, as well as ensuring their creative application in difficult and sudden situations of professional activity. They include general military, professional, scientific-methodological, pedagogical, creative, constructive-technological and other components describing a specific type of military activity.

In short, the analysis of the theoretical and methodological foundations of improving the professional competence of future military personnel showed that the internationalization and globalization trends in today's education system showed the need to improve the quality of military education based on modern approaches. The main factors (military-pedagogical, technological, diagnostic and professional) that significantly affect the level of improvement of the professional competence of future military personnel require improvement based on a systematic analysis.

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