

## THE ROLE OF MILITARY PEDAGOGICAL COMPETENCE IN THE WORK OF THE HEAD OF PRE-SERVICE TRAINING (OFFICER)

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### ABSTRACT

Pre-service training The effectiveness of a leader's (officer's) professional activity depends primarily on the leader's pedagogical culture, pedagogical skills, knowledge and abilities.

### INTRODUCTION

Pedagogical knowledge is necessary for the leader in the following cases.

- a) effective organization of military training with students;
- (b) to educate students in literacy and to provide full information on combat situations during military training;
- c) psychological and moral preparation of students for military service for the defence of the Motherland;
- (d) Ensuring the unity of the student body and the establishment of a strong military discipline;
- e) observance and obedience of internal discipline, preparation for daily military service;
- (f) The imparting of military-professional knowledge and professional skills to students;
- (g) Finding effective ways to improve personal training.

Improving the pedagogical knowledge of commanders is as exciting as the training of military personnel. This is because the object of military pedagogy is constantly evolving and evolving. This means that the conditions of the military-pedagogical process are changing and will change.

It has its own methodology as the military psychological and pedagogical knowledge of servicemen and officers is related to state policy and state protection. This methodology is directly based on the theory and methodology of pedagogy, and its main elements are:

- a) teaching of military pedagogy and psychology in military universities;
- b) teaching military pedagogy and emphasis on military psychology in the command training system;
- (c) The methodological application of military pedagogical knowledge in special meetings and seminars;
- d) analysis of the practical organization of the military-pedagogical process by officers;
- (e) The use and acquisition of advanced pedagogical experience by military officers in the training of subordinates;
- f) independent work of officers on enrichment of psychological and pedagogical knowledge;
- g) improvement of pedagogical and psychological knowledge in training centres, training courses, professional development.

Activities of a military educator (commander, chief, teacher):

- (a) Explain the purpose and objectives of military education to military trainees;

- b) to acquaint listeners with new knowledge and to enrich their special knowledge;
- c) c) managing the acquisition of military knowledge and the learning process;
- d) g) managing the transition from theory to practice;
- e) organization of research and development activities in the military field;
- f) to diagnose and evaluate professional change in the minds of the listeners and growth in the listeners' thinking during the teaching process.

Audience Training Process:

- a) to be active in the acquisition of knowledge;
- (b) new military knowledge;
- c) c) analysis of events, comparison, arrangement before drawing conclusions;
- d) know and understand the rules of education.
- (e) Each trainee has a clear understanding of his or her military knowledge and skills;
- f) be able to independently solve problems in various emergencies arising in their professional activities (service activities);
- g) j) be able to evaluate their own achievements independently.

Military pedagogy as a science has its own subject laws, scientifically and practically analyses the interrelation of the results of the teaching process with other professional processes, and most importantly, identifies specific forms and means of implementing planned and planned goals and objectives.

Military pedagogy encompasses all military disciplines and all levels of teaching, as well as the entire education system.

As far as military pedagogy is concerned, of course, military education, the purpose of military education, is to cover military education.

Thus, the fact that military leaders (officers) have professional psychological and pedagogical knowledge, primarily related to their pedagogical outlook and the ability to apply this knowledge in the military-pedagogical process, helps to shape the love for the motherland among students. directly helps.

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