



Important Features of a Military Teacher in Teaching Military Sciences

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ABSTRACT

The article discusses the problems of professional personal qualities. Also, the characteristics of the psychological personalities of different professionals. The article describes the educational impact of the officer on the personnel units and the important features of the military educator.

Keywords:

Teacher culture, tact, axiological (valuable), intelligence.

The problems of professional training are inextricably linked with the personality of the trainee, taking into account the individual-personal characteristics of different groups, as well as the ability to form certain qualities of a specialist worthy of the profile. Obviously, it is impossible to effectively manage their training process without knowing the individual-personal characteristics of the trainee.

Professional activity should always be focused on values. Focused on values Processes are an integral part of all human activities, but finding content in the manifestation of activity meets human needs, especially important for the development of individuality and self-awareness, as "human self-awareness" is a problem of identity in the military professionalism, only if the combination of all requirements is taken into account: the individual's requirements for the activity and vice versa professional there is a clear understanding that the requirements of the

activity to the individual can be adequately addressed.

The practical application of this approach - the professional training of highly qualified military specialists - is an important condition for improving the entire system. An officer's pedagogical culture can be assessed on criteria such as activity, personal and axiological (value). Indicators of performance criteria: the ability to define and solve the pedagogical tasks of the officer, their activity in solving, the level of development of pedagogical techniques, the effectiveness of military-pedagogical activities. Indicators of personality criteria: the level of development of intellectual and moral qualities of the officer, the level of development of mental and pedagogical qualities, pedagogical abilities, reputation. Indicators of axiological criteria: the adoption and mastering of pedagogical values - knowledge, ideas, concepts that are of great importance in today's society and some pedagogical systems. Pedagogy culture as a

specific professional phenomenon means that the officer has a certain level of pedagogical experience, the level of improvement of educational activities, the level of development of the officer's personality as a teacher. In fact, this is a professional guide. This worldview is determined by a system of needs, in which the status of the commander prevails:

high psychological and pedagogical knowledge is a well-founded worldview and methodological training, in-depth knowledge of science, understanding of its tendencies, development prospects, practical opportunities, as well as extensive knowledge in the field of psychology and pedagogy. The mutual similarity of the qualities of intelligence, advanced intelligence, and morality. Intelligence is the ability to develop not only on the basis of knowledge and experience, but also an enthusiastic morality that requires self-improvement. is an attribute of intelligence. This is the inner side of intelligence.

He also has an outward appearance, which is manifested first and foremost by the concentration and concentration of deep intellect, a highly organized style of work, and a constant courtesy and politeness in dealing with the people around him. The main qualities of an intelligent commander are: impartiality; humility; nobility; order of mind; diligence; honesty; sense of responsibility self-sacrifice; distinctive originality; stability of character. Upstairs in teachers with a pedagogical culture, intelligence is inextricably linked with high morals. The morality of a commander is manifested in active moral activity, in the subordination of himself to a high moral discipline. Every action of an officer, in his behavior, especially in the process of communicating with people, has not only legal but also moral and ethical aspects. The basic moral qualities of a commander are: military and pedagogical duty; moral stability; shortcomings intolerance; active participation in public activities; pedagogical dedication; pedagogical humanism. One of the most important factors and conditions that determine the effectiveness and quality of educational work is the high level of

pedagogical skills of the commander. The problem of teacher professionalism has always been relevant to the topical issues of pedagogical theory and practice.

The pedagogical skills of the educator-officer in the structural approach reflect the complex education. Its structure is determined by the nature of the professional activity and includes various interrelated components. From the definition of pedagogical skill, from the analysis of the diversity of its manifestations, its more important component is knowledge. This is not just about educational work. Skills in any field of human activity begin with knowledge of the science one is studying. Experience and special research prove that the skill of a naturalist-officer is a comprehensive military work.

Knowledge is based on an in-depth knowledge of a particular science, the essence and details of a specific category of military service soldiers and the type of Armed Forces, specific military specialization and duty. Spiritual-pedagogical, professional-ethical and legal knowledge have a special place in the structure of pedagogical skills. First of all, this knowledge is about the manifestation of the spiritual nature of man and the legitimacy of the conditions of military service. Especially to the educator is the personality of the modern serviceman, his morals, professional orientation, activities of important causes, personality traits, abilities and tendencies, real mental processes of military man thinking, feelings, will, mental states of the serviceman, both in combat situations, in practical and daily activities in peacetime knowledge is very important.

The effective educational influence of the officer on the personnel is often due to the spiritual nature and essence of the military team's unimaginable knowledge, i.e., the group. Collective traditions and other socio-psychological phenomena at the level of prestige of the leader, the leader, the opinion of the team and the group, which are manifested in the mood, interdependent systems of relations, which are characteristic of potentially conflicting situations. Psychological

and pedagogical knowledge is unique in the practical activity of the educator. They are the basis of pedagogical thinking, a creative approach to solving educational tasks, the officer's purposeful and more effective study of military personnel in determining the characteristics of such behaviors as non-discipline, non-compliance with legal norms, the requirements of the statute, determines the impact of more effective measures, tools, educational methods on individual soldiers and the whole community.

However, the high level of pedagogical skills of the educator-officer is not limited to the acquisition of certain knowledge. Despite the fact that the educator has a decent mind, psychology, pedagogy, law, regulations, etc., there are cases when the educator does not have the necessary skills and abilities.

Professional-pedagogical skills of an educator-officer are the most important socio-pedagogical and personal-individual factor, as well as the necessary pedagogical conditions for effective work of teaching and learning, serving and educating whom.

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