Systemic Selection Of Training Methods And Technologies At The Academy Of The Arms Of The Republic Of Uzbekistan

Ibragimov Murod Makhmudovich

Head of the department of the Academy of the Armed Forces of the Republic of Uzbekistan

ABSTRACT

Given article based on an experience of foreign higher military educational institutions, opens necessity of ordering of approaches to choose of various methods and technologies of training, according to the problems which are instructor (lecturer) put by itself before each exercise (lessons).

Keywords: Pedagogical and andragogical training models, active and interactive methods of training, creative and critical thinking.

The quality of education is traditionally associated with providing society with highly qualified specialists. To achieve this goal, higher military educational institutions (hereinafter referred to as HEU) must comprehensively improve the learning process, educational work, instill in students and cadets the ability to independently replenish their knowledge, creatively navigate the achievements of science and culture.

Today, the need for highly professional work is becoming more and more acute, this problem has become relevant during the period of reforming the system of higher professional education. At the conceptual level, it is expressed in solving the issue of differentiation of educational knowledge, and the expansion of knowledge is dictated by the changes taking place in society (when narrow specialization limits the capabilities of a specialist). At the methodological level, there is a search for the formation of the content of the programs of academic disciplines, educational and methodological literature, textbooks that would contribute to the process of pedagogical interaction, the search for progressive forms of organizing the training of students.

The rethinking of the content of curricula and training programs is dictated by the emergence of state educational standards of a new generation, which increase, on the one hand, the responsibility of higher educational institutions for training programs, and on the other hand, providing an opportunity to independently develop work programs, significantly expand the requirements for organizational and methodological support for independent work of students. It is in these conditions that the professionalism of the teacher comes to the fore. This requires a teacher of higher education to know the theory of learning, including the psychology of learning, as well as the ability to use knowledge as a tool for their pedagogical work.

The teacher not only informs students, cadets of educational information, determines the ways, forms, means and methods of acquiring knowledge, but also directs the independent scientific and creative search of students in the "right direction", while being an

active participant in their professional formation.

Currently, the educational process of the Academy of the Armed Forces is dominated by the presence of research activities of students (cadets) and the creative process of solving educational problems by them. The work of the teacher acquires a consulting and creative character, with the goal of developing educational and research activities of students in two directions: theoretical and methodological and the specific use of scientific knowledge in solving applied problems.

An analysis of the teaching and teaching methods in the higher educational institutions of NATO member countries allows us to state the fact that they are based on technologies that contribute to the development of creative and critical thinking through the prism of the andragogical learning model (see Table 1).

Table 1. Characteristics of pedagogical and andragogical models of teaching[1]

Options	**Pedagogical model**	**Andragogical model**
Learner's self-awareness	Feeling addicted	Awareness of increasing self-management
Learner's Experience	Low value	A rich source of self-study
Student's readiness for learning	It is determined by physiological development and social coercion	Defined by tasks on personality development and mastery social roles
Application of the acquired knowledge	Deferred, deferred	Immediate
Orientation in learning	On the academic discipline	To solve the problem
Psychological climate of learning	Formal, teacher-oriented, competitive	Informal, based on mutual respect and collaboration
Planning of the educational process	Teacher	Together with the student
Identify training needs	Teacher	Together with the student
Formulation Learning Objectives	Teacher	Together with the student
Building the educational process	The logic of the subject, content units	The logic of the problems, Problem units
Educational activities	Knowledge transfer technology	Technology for the search for new knowledge based on experience
Evaluation	Teacher	Together with the student

At the same time, the core of achieving didactic goals are organizational forms of training, which are at the same time ways of continuous management of the cognitive activity of students, which traditionally include lectures, seminars, practical classes, colloquiums, games, self-education and others. However, the educational strategies of organizational forms of education are more

[1] The presented tables summarize the experience of organizational and methodological support of the educational process in foreign military educational institutions

problematic (discussion) and game (social-role) in nature than *informing*[2]**.**

The basis of educational strategies (active and interactive) is represented by innovative methods of learning and teaching[3].

Foreign military experts refer to active and interactive training methods:

As part of the informing strategy - a lecture with **elements of a heuristic conversation; a lecture-discussion; a lecture with feedback; a lecture-consultation, etc.**

within the framework of the problem-discussion strategy - discussion (debates); moderation (with its techniques: brainstorming, semantic field, mind-mapping, hot chair, point questions, etc.);

Table 2.
Methods of teaching educational and cognitive activity

Names Methods	**Varieties of teaching methods**	
Methods of organization and implementation of educational and cognitive activities	according to the source of presentation of educational material	Verbal
		Visual
		Practical
	by the nature of educational and cognitive activity	Reproductive
		explanatory and illustrative
		Search
		Research
		Problem
	on the logic of presentation and perception of educational material	Inductive
		Deductive
Methods for monitoring the effectiveness of educational and cognitive activity	Oral	
	written tests and self-tests of the effectiveness of mastering knowledge, skills and abilities	
Methods of stimulation educational and cognitive activity	encouragement in the formation of motivation, a sense of responsibility, obligations, interests in mastering knowledge, skills and abilities	

Within the framework of the game strategy - role-playing (business, simulation and modeling) game; presentation; socio-psychological training; case situations; master class ([4]see Table 2,3).

Table 3.
Teaching methods based on the degree of awareness of the perception of educational material

[2] **An informing educational strategy is the** selection and transmission of information on the basis of which knowledge is formed.

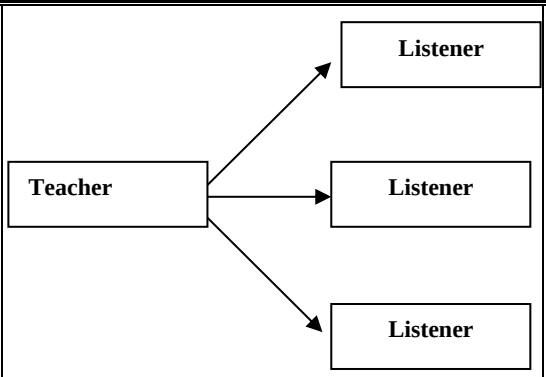
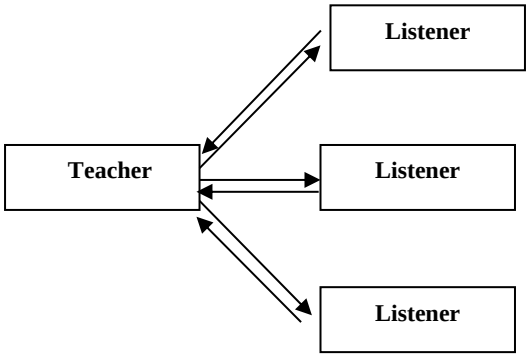
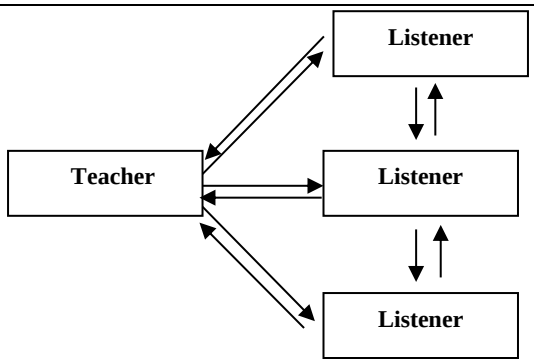
Problematic (discussion) educational strategy is the actualization of knowledge (and past experience) on the basis of a problem containing a contradiction and ambiguity. Thanks to this, a new experience is formed.

Game (social-role-playing) educational strategy - involves the reproduction of knowledge in the proposed situation, the "translation" of knowledge into an act.

[3] **Active teaching methods** involve: the first is the formation of activity as a personal quality of students; the second is the activation of the learning process itself in order to increase its effectiveness and achieve significant educational results.

Interactive teaching methods involve the inclusion of students in a common group activity, during which there is an expansion of consciousness, an impact on attitudes and values, a reorientation of attention from one's own "I" to another person.

[4] **The methods of the master class and case situations (cases)** by foreign experts are applied to all three educational strategies: informing, problem-discussion, social-role-playing (game).

Passive		a form of interaction between students and the teacher, in which the latter is the main actor and manager of the course of the lesson, and the students act as passive students, subordinate to his directives
Active		a form of interaction between students in which they interact with each other during the lesson, and students are active participants in the lesson
Interactive		are focused on the wide interaction of students not only with the teacher, but also with each other

The high degree of flexibility and adaptability of active and interactive learning methods allows the teacher to apply them with equal effectiveness not only in various types of classes. *The use of active (interactive) learning methods is not an end in itself.* In our opinion, the greatest effect is achieved with a systematic approach to the choice of various teaching methods in accordance with the tasks that the teacher sets for himself in each lesson. The systematic selection of teaching methods is based on the fact that each of them, on the one hand, allows you to solve a well-defined problem in the educational process, and on the other hand, complements other methods.

When solving the first group of tasks, students have the opportunity to make sure that their knowledge is insufficient, and the teacher has the opportunity to clarify the program for studying the academic discipline in accordance with the level of their training.

The second group of tasks arises in the course of training. To choose the most effective teaching methods (lectures-conversations, method of applying feedback techniques, lectures-discussions, brainstorming, etc.), the teacher should know: educational and educational goals set for each specific topic; professional level of training of students, their ability to adequately perceive educational material.

The third group of tasks is to identify erroneous ideas, **misinterpretations of the material being studied and thereby prevent its incorrect application in practice. For this purpose, group classes and individual consultations are organized.**

The fourth group of tasks is to consolidate the knowledge gained, **improve the skills and abilities of their practical application. Here,**

the greatest effect is given by: analysis and discussion of service and combat documents (reports, plans, projects, scenarios, etc.), analysis of specific situations, solving practical problems, role-situational and business games.

The fifth group of tasks is to create conditions for the study and creative development of best practices (field thematic classes in state institutions - the Oliy Majlis, Central Asia of the Ministry of Defense of the Republic of Uzbekistan, in the troops, in museums, theaters of the city, viewing and discussing video materials on best practices, thematic discussions, exhibitions).

The sixth group of tasks is to check the degree of achievement of educational goals in the practical activities of students (cadets). An effective method for this is the preparation of essays, scripts, term papers and master's theses on the tasks of the departments (think, aim - master's thesis), the passage of military training.

Thus, proper planning of classes using various methods allows you to achieve a learning effect, which cannot be obtained with the preferential use of only one teaching method. Most of the methods of active learning have a multifunctional value in the educational process and can be used to solve various didactic problems.

Such important tasks as the communication of educational information and the formation of skills are mainly implemented in the form of lectures, seminars and practical classes, and necessarily in practical classes and group exercises. Control visits to these classes show that teachers are quite skillful, apply active forms of learning. However, there are classes where the requirements of regulations are simply retold using technical teaching aids, visual aids, and where the activity of students is low.

For all types of classes, the following are approximate schemes for the comprehensive setting of goals, objectives of classes, as well as the selection of the optimal set of teaching methods when planning classes.

1. Didactic goals and objectives:

control the level of assimilation of knowledge, skills and abilities;

to update (repeat) the basic knowledge and practical experience of students necessary for the assimilation of new material, to prepare for its perception;

consolidate, deepen knowledge of previously studied material;

to ensure the assimilation of the main categories, concepts, patterns, ideas, scientific facts;

form (continue forming) the following special and general educational skills (work with regulatory documents, textbooks, scientific and reference literature, the ability to take notes, the ability to plan an answer, etc.)

2. Educational goals and objectives:

They are formed in accordance with the program of educational work of the Academy of the Armed Forces for the entire period of study. Tasks of cognitive abilities:

to develop the ability of students (cadets) to analyze, highlight the main thing, essential: teach the preparation of plans, theses, abstracts, structural and logical schemes, etc.;

compare, generalize, draw conclusions: create problem situations, conduct a comparative analysis, make comparative tables, etc.;

to the independence of thinking: to create problem situations, to use creative activities, discussions, writing essays, etc.;

to the development of speech: combine frontal conversations with individual oral and written interviews, listen to reports and messages, etc.;

to the development of cognitive interests: to make a connection between the material being studied and practical activities, etc.

Methods of organization of educational and cognitive activity:

a) according to the method of transmission and perception of information:

- verbal (story, lecture, conversation, etc.);
- visual (demonstration of film, video, diagrams, tables, posters, etc.);
- practical (creative tasks, work with regulatory documents, problem solving, role-playing games, etc.);

b) according to the logic of disclosure of the material:

- inductive (from the particular to the

general);

- deductive (from general to particular);

c) according to the method of assimilation of the material by students:

- reproductive;
- problem;

d) according to the degree of independence of the work of students:

- work under the guidance of a teacher;
- independent work of students.

Methods and techniques to stimulate interest in learning:

- educational discussion;
- the connection of training with the upcoming practical activities of students;
- encouragement, creation of a situation of success in learning;
- presentation of educational requirements, etc.

Methods for monitoring the effectiveness of training:

- method of oral, written, laboratory and practical control;
- method of individual, group and frontal control.

The verbal method allows you to convey a large amount of information in the shortest possible time, pose problems to students, and indicate ways to solve them. It contributes to the development of abstract thinking in listeners. But its one-sided use makes it difficult to assimilate the material, especially among listeners with visual-figurative and motor types of memory and thinking. It does not sufficiently contribute to the development of skills and abilities of listeners.

The visual method increases the effectiveness of training, especially for students with a visual-figurative nature of perception, activates the performance of abstract thinking, imagination, speech, and the ability to express thoughts.

The practical method helps to strengthen the connection between theory and practice, the development of skills and abilities. But it does not provide a systematic and deep assimilation of theoretical knowledge, the development of logical speech, abstract thinking.

The deductive approach to learning plays a huge role in the development of theoretical thinking in students. At the same time, without the formation of inductive methods of thinking, one cannot count on the success of the upcoming practical activities of students.

The reproductive (explanatory-illustrative) method is especially effective in the study of material of a predominantly informational nature, in the study of fundamentally new material or material intended for independent assimilation by students. This method is also rational when students have not yet been trained to solve problematic problems. But it does not allow them to properly develop their thinking, especially its independence, flexibility, do not allow students to form independent search activities. When used excessively, it contributes to the formalization of the assimilation of knowledge and ultimately leads to thoughtless memorization. This method alone is impossible to develop creative qualities and independence.

The problem-search method is used to develop students' (cadets') creative abilities, stimulates meaningful and independent mastery of knowledge. It is especially effective in the study of material, which is a logical continuation of what has been previously studied; material that is quite complex, but accessible for independent search (when students are prepared to get out of a problem situation). But this method requires a lot of time to study the material. It is not effective enough in the formation of practical skills (in the early stages, where demonstration and exercise are of great importance), in the study of fundamentally new material. This method cannot be used in the study of complex topics where an explanation of the teacher is necessary, and an independent search is not available to most students.

Underestimation of the independent work of students (cadets) adversely affects the formation of their independence in educational and practical activities, interferes with the conscious perception of knowledge, the formation of skills and abilities in the application of knowledge in future practical activities. In turn, independent systematic work contributes to the development of students' skills and abilities of a practical nature, the development of strong-willed qualities, the formation of confidence in their actions,

prepares students for practical work in the future. But it cannot be carried out without a combination with training under the guidance of a teacher, since students need to form knowledge about the methods of independent work, to accustom them to rational activity through exercises. Providing students (cadets) with independence without proper training leads to their overload, unjustified expenditure of time. The amount of independent work should be justified taking into account the characteristics of the material, the degree of preparedness and other conditions.

The method of control of knowledge, skills and abilities of students is concretized through numerous methods and techniques: oral detailed answer; short answers from the field; corrections and additions (reviewing) of the answers of their comrades; written answer, solving problems on cards; writing down the main points on the board in the form of a plan; compilation of a comparative table; structural and logical scheme with subsequent analysis; a survey on the topic covered for individual students who missed classes or did not who have mastered the content of the topic; frontal written test of knowledge of a separate group of students and the entire study group, etc.

The variety of methods and techniques for monitoring knowledge and skills allows for a differentiated approach to students, taking into account their individual characteristics, levels of training.

The successful organization of the survey largely depends on the correct formulation of the questions. They should be in content, concise in form, easily perceived by ear.

The choice of methods is preceded by the definition of goals, objectives of the lesson, concretization of the content of the educational material, highlighting the main points in it, dividing it into logical constituent elements.

It is important to ensure the process of not random, but reasonable optimal selection of teaching methods, based on taking into account the strengths and weaknesses of each of them.

Thus, the professionalism of the teacher consists, first of all, in the fluency of theoretical and practical components - psychology, pedagogy, methods of university education and upbringing. In other words, the teacher is increasingly acting not only as a specialist in the field of a particular science, but also as a professional in the organization of the educational process. One of the manifestations of this is the free and thoughtful use of various teaching methods and means in accordance with the nature of the material being studied, the characteristics of the trainees, the goals of each type of educational work.

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