

## Didactics in the contemporary military education

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**ABSTRACT:** *The following article investigates the theory of didactics in military education. It emphasizes the issues of creating teaching basis in military institutions. Furthermore, it investigates how to prepare the teachers of didactics in military sphere.*

**KEYWORDS:** *Didactics, teachers, military personnel, methods, practice, skills, development.*

### INTRODUCTION

Special attention is currently being paid to didactics as one of the components of military pedagogy. This is due to a number of objective factors influencing the entire organization of training for servicemen of all categories, requiring the improvement of training, taking into account modern approaches to training military professionals.

Didactics studies various forms of interaction of certain links of teaching, reveals its regular connections, which form the basis of certain systems of teaching influences. These systems are implemented in the content of education (curricula, programs) through the appropriate means and methods of teaching, organizational forms.

The main didactic concepts, tested and validated in the practice of military education, are the following teaching theories:

Didactic principles are formulated, most of the teaching methods are developed;

The stage-by-stage formation of mental actions and concepts, the quality of acquired knowledge, abilities and skills (competencies), the development of mental abilities depends on the correctness of the creation of an indicative basis of activity;

Problem-activity learning (the essence of this theory lies in the fact that in the learning process special conditions are created in which students, relying on the acquired knowledge, independently comprehend the educational problem, mentally and practically act in order to find and substantiate the most optimal options for solving it);

The concept of programmed learning (programmed learning refers to the controlled assimilation of programmed learning material using a teaching device).

Didactics is a theoretical and, at the same time, a normative and applied branch of pedagogical science. Its first function is associated with the study of various aspects of education, the identification of natural

connections between them, trends and development prospects. The normative-applied function is to develop the problem of selecting the content of education, substantiating and implementing the principles, forms and methods of teaching. The unity of these functions is the essence of the learning process, the implementation of its educational and upbringing tasks.

The learning process is a purposeful, organized, systematically carried out, interconnected and interdependent interaction of trainers with students in order to form and develop their knowledge, abilities, skills and personal qualities necessary for the successful implementation of *military professional competencies* in accordance with existing requirements.

Military didactics considers the training of military personnel, on the one hand, as a specific pedagogical process, the main task of which is to ensure a high constant combat readiness of units, their ability to fulfill their constitutional duty to the people - to protect the Fatherland from the encroachments of any aggressor. On the other hand, learning is viewed as a complex process that performs socially significant functions.

***The main training functions are:***

**Educational.** It deals with equipping servicemen with knowledge, skills and abilities, developing a certain worldview;

**Educational-personal.** It refers to the formation of personality traits in servicemen, which are necessary for the defenders of the Fatherland, and the qualities of a military collective, which determine positive interaction when performing joint tasks;

**Developmental.** It involves the formation of the ability of servicemen to think creatively, the development of logical thinking, independence in solving educational problems;

**Psychological.** It means the formation of psychological stability and internal readiness among military personnel for successful actions in modern combat.

Military education is the training of personnel for the armed forces and types of troops. The emergence and development of military education is inextricably linked with the development of military science and military art. Independent education emerged in European countries in the late 17th and early 18th centuries. Special military schools have been established in a number of countries. The system of training of personnel for the Armed Forces is really important. Military education is provided in three stages: primary, higher and academic higher education.

After the independence of Uzbekistan, science and practice laid the groundwork for the development of didactics in every sphere including military education as well. The change in social consciousness led to the healing of pedagogical thinking, which in turn led to the development of didactics on a national basis. The principle of humanization of education is one of the main requirements of the Uzbek didactics. It is important to achieve the formation of children's feelings and the formation of their willpower by paying special attention to the teaching of aesthetic and artistic subjects. The existence of an inextricable link between a student's spirituality and his or her mastery has been established by modern psychology.

Another principle that ensures the development of national didactics in military education is the integrity of education. As long as the things in the world exist as a whole and inseparable, the study of it must also be done as holistically as possible. Another basic principle of military didactics is to take into account the individual characteristics of students in the educational process. It requires that the teaching process be tailored to the needs of each student. It is known that any person is formed in a certain geographical environment. Its nature is sealed with features of that environment. Therefore, the principle of taking into account regional characteristics in the teaching process is one of the necessary requirements of military didactics. The National Program of Personnel Training of the Republic of Uzbekistan pays special attention to this principle. Nurturing the perfect person has become the main task of any educational institution. It is natural to give priority to education in the context of the formation of spirituality to the level of the goal. Education of military personnel is not only the personal interest of an individual, but also the interest of various units which assign officers. It is essential that teachers establish the classroom and instruction tone, environment and excitement in the formation of military personnel.

Military pedagogical technology is subjective in nature, that is, each educator must creatively organize the process of military education and training based on their capabilities, professional skills. Regardless of the form, method and means of organization, military pedagogical technologies:

Increases the effectiveness of military pedagogical activity;

Ensures interaction between teachers and students;

Ensures that students acquire a thorough knowledge of military subjects;

Develops independent, free and creative thinking skills in students;

Each didactic task is solvable with the help of adequate teaching technology, the integrity of which is ensured by the interrelated development and use of its three components: organizational forms, didactic process and teacher qualification. It should be noted that military teachers have not yet learned to correctly formulate and formulate didactic tasks and develop adequate teaching technologies. The teacher always has a common goal – to educate. A teacher in the military pedagogical system deals, first of all, with groups and groups of trainees. 3. Professional formulation and solution of pedagogical tasks is possible only on the basis of pedagogical technology.

It is more useful and reliable for future learning outcomes to set the standard learning technology in the program itself, without depriving the teacher of the right to use more advanced technologies. *A.S. Makarenko* believed that the true development of pedagogical science is associated with its ability to design a person. Experience of the trainee's activity is characterized by such qualities as volume, scientific, skill, awareness, which in turn can be described by such diagnostic parameters as breadth of experience, the level of its scientific description, level, quality and strength of mastering, automation of skills, awareness of the application of knowledge.

A typical problem of the didactic theory and practice of forming the content of education in higher military educational institutions is its well-grounded selection from modern data of modern culture and military science.

It is necessary to find a way out of the didactic deadlock, which many military methodologists fall into, overloading the trainees beyond measure and making it objectively impossible for them to firmly, consciously and profoundly assimilate the intended content of the teaching.

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