

THE DEVELOPMENT STRATEGY OF PROFESSIONAL COMPETENCE OF FUTURE OFFICERS IN HIGHER MILITARY EDUCATION INSTITUTIONS

Alimardonov Z.Sh. (Republic of Uzbekistan) Email: Alimardonov352@scientifictext.ru

Alimardonov Zaxid Shukurillayevich - PhD, researcher,
TASHKENT HIGHER MILITARY TECHNICAL INSTITUTION, TASHKENT, REPUBLIC OF UZBEKISTAN

Abstract: *this article outlines the elements of professional and personal, theoretical and practical components of future officers in higher military education institutions, serving the measure and method of creative self-realization of a professional military education officers in the resolution of various military situations aimed at professional competence development. A problem - action learning and symbolic context do not contradict but complement each other in the search for new pedagogical tools and means of achieving the objectives of competence-based approach.*

Keywords: *professional education, professional competence, education, distant learning, future officers, competence.*

СТРАТЕГИЯ РАЗВИТИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ ОФИЦЕРОВ В ВОЕННЫХ ВУЗАХ

Алимардонов З.Ш. (Республика Узбекистан)

Алимардонов Захид Шукурллаевич - научный сотрудник,
Ташкентское высшее военное техническое институт, г. Ташкент, Республика Узбекистан

Аннотация: *в данной статье изложены элементы профессиональной и личностной, теоретической и практической составляющих будущих офицеров в высших военных учебных заведениях, служащих мерой и методом творческой самореализации профессиональных офицеров военного образования в разрешении различных военных ситуаций, направленных на развитие профессиональной компетентности. Проблемно-практическое обучение и символический контекст не противоречат, а дополняют друг друга в поиске новых педагогических инструментов и средств достижения целей компетентностного подхода.*

Ключевые слова: *профессиональное образование, профессиональная компетентность, образование, дистанционное обучение, будущие офицеры, компетентность.*

Today President Shavkat Mirziyayev mentioned that, "Uzbekistan's defense doctrine was qualitatively updated based on the principles of flexibility and openness of our foreign policy, most importantly, development of friendly and constructive ties with neighboring countries, priority of preserving Uzbekistan's sovereignty and independence. For the first time, the doctrine is open, which demonstrates the transparency of our defense policy. The doctrine defines the principal approaches of Uzbekistan's defense policy, the tasks and grounds for the use of the Armed Forces, as well as promising areas for further construction and development of the national army. To this end, it would be expedient for the Parliament to exercise constant parliamentary control over the implementation of the Defense Doctrine. In general, our deputies and senators should pay more attention to the issues of military development, strengthen their activities in this direction." [1]

According to the Defense Doctrine, qualitative and structural changes, taking place in the system of higher professional military education, in the context of its modernization, ultimately, are aimed at the professional and personal development of future officers. These two essential components of the specialists' development are combined in the concept of "professional competence", thus, giving this phenomenon a certain universal character, because we think that this concept includes the professionalism, skills, creative ability, high intelligence and cultural and moral values of a person. In short, this is a certain desired image of a specialist that must be developed in a humanistic educational system of a university. All the above will allow a specialist to fully realize their personal and professional potential in a specific activity, through continuous development, self-education and self-improvement.

Therefore, in the dynamics of modern military processes, the fundamental importance of pedagogical professional competence is highly recognized. It is seen as a systematic, integrative unity, and synthesis of intellectual and practical skills. This professional military competence includes cognitive, functional and cultural unity in the content of a future officers' education. It also includes the personal characteristics of a teacher, such as value orientation, abilities, character traits, willingness to interact with future officers and exercise of practical activities, allowing a person to use its potential, to carry out complex cultural types of activity, and to adapt quickly and successfully to a constantly changing society and professional activity. [2] This definition covers all the structural elements of personal and professional, theoretical and practical components of the educational activities that are the measure and the way of creative self-realization of teachers in dealing with

various pedagogical situations, aimed at creating pedagogical values and technology. Particular attention is given to the formation of future officers knowledge and skills, as they are the foundation of professional education. Future professional teachers should have the theoretical and practical knowledge in the field of technology, techniques and methods of their acquisition, to know the history of development of the subjects, and to master practical skills and habits in their professional activities to be used in the course of preparation of future junior specialists.

Solving these problems directly depends on the use of the techniques of professional preparation, relevant to the competence-based approach, among which the important place is occupied by the contextual technology of training of future officers. Contextual learning is learning, in which with the help of the whole system of teaching forms methods and means, the subject-based social content of future professional activity of a specialist is being formed. However, mastering by a specialist of abstract knowledge as a sign system, superimposes this activity. The doctrine should not be self-concentrated (to learn in order to receive knowledge). Self-activation should be the most important thing, which ensures development of the necessary professional and social qualities of a specialist. As in traditional teaching, in contextual learning the educational material is presented in the form of educational texts, as a sign system, and still serves as information that must be learned. A distinctive feature of contextual learning is that behind the information, which is structured mainly as tasks, innovation, and problem situations, one can trace the real contours of future professional activity.

Practice has shown that in organizational communication, organizational and activity games, you can combine all the process of collective self-development and development activities. Almost existing organizational and communicative and organizational activity games in various advantages of all these opportunities. As a rule, the tighter the logic, the faster occurs the prospect of a retreat from meaningful, professionally relevant situations in the game to increase mental layer in the organizational communication and organizational activity games. With his, help achievable consent to within the practical order and the transformation of the game in the polygon of mental activity. In this sense, problem-solving and symbolic-contextual approaches have, in our opinion, the General methodological bases and use the same military implementation is the organizational and communicational projects and all kinds of activity.

Description of the activities involves the release of a politician from a practical point of view external to implemented and future activities, is in a reflective position. Therefore, a problem - action learning and symbolic context do not contradict but complement each other in the search for new pedagogical tools and means of achieving the objectives of competence-based approach.

To sum up, it follows from this provision that in the execution of the training of the future military expert of sign-contextual learning should be based on activity of subjects of this process aimed at improving subject-specific symbolic tools (primarily verbal) as well as on the improvement of operating them, in which further digested by specialized knowledge, increased operational activity level of development of future military specialist by means of sign-symbolic activities.

References / Список литературы

1. Shavkat Mirziyoyev holds meeting of Security Council. Tashkent, 2018.
2. *Drobot, I.S.* (2015). *Konstruktivnyi podkhod k formirovaniyu kompetentsii v voennom vuze* [Constructive Approach to Formation of Competencies in a Military Higher School]. *Alma Mater*, 2, 72-76.
3. *Girin, A.V.* (2014). *Formirovanie gotovnosti kursantov k rabote v polikul'turnoi srede regiona: kompetentnostnyi podkhod* [Formation of Cadets' Readiness to Work in a Multicultural Regional Environment: Competence-Based Approach]. *Obshchestvo i pravo*, 3(49), 246-250.
4. *Tebenkov KA.* Formation of innovative competence of adjuncts of military institutes of internal troops: Dis. ... cand. ped. sciences. Perm, 2014; 178.
- 5.