



## **IMPROVING THE QUALITY OF MILITARY EDUCATION SYSTEM AND FORMING MILITARY PEDAGOGICAL VOCATIONAL TRAINING**

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Article 5 of the Law of the Republic of Uzbekistan "On Education" states that "persons with high moral qualities have the right to engage in pedagogical activities." Accordingly, the composition of the professional competence of future military teachers can be demonstrated through pedagogical skills. It is advisable to define the model of vocational training in general in the direction of specific skills. The ability to think and practice pedagogically in close connection with the ability to theoretically analyze data and reality is a common skill. It combines both skills with the skills that form the basis of the process of transition from explicit thinking to abstraction that takes place at the level of intuition, experience, and theory. The ability to bring analysis to a theoretical level is one of the most important tasks in training future military education teachers. In general, the appropriateness of a military teacher to the requirements of professional characteristics means that the pedagogical skills are compatible with the aspects related to pedagogical thinking and practice. Regardless of the level of generality of the pedagogical task, one of the main problems is the creation of a science-based system. This is the urgency of the topic. The First President of the Republic of Uzbekistan I.A Karimov said:

"I think this is the main problem in changing the education system. We demand that the teacher give our students modern knowledge. However, in order to impart modern knowledge, first of all, the coach must have such knowledge. It was determined that they should have skills."

1. It is important for future military leaders to be able to develop and influence the military activism, emotions, and behavior of young people by setting an example in their work;

2. The choice of material for each lesson, its complexity and the need to ensure the connection with the previous and the next, the opportunities of young people before the call, training games, work assignments, etc., the prospects for their upbringing and development identification system identified;

3. The military pedagogical process was planned using a set of educational tools, including work with a team of military leaders and young people of special conscription;

4. It is planned to organize the workplace, prepare the necessary manuals and documents, conduct them in accordance with the requirements.

The development of a professional competitor is a creative development, the ability of the teacher to quickly adapt and manage changes in the environment, the ability to react quickly, the socio-economic and spiritual development of the process depends on the professional level of the teacher. Changes in the modern information system force teachers to improve their skills and professional abilities, which means that they have to improve their

professional competence. The main purpose of modern education is the adaptation of society, the state, the individual to modern education, the education of a comprehensively developed person.

In the formation of professional competence of a teacher of military education, the pedagogical and technical-technological problem situation is noted as a set of conditions that allow to create a pedagogical process. Pedagogical conditions not only create this process, but also determine its current state.

The formation of the professional competence of a teacher of military education is carried out gradually, through the integration of pedagogical disciplines, didactic synthesis and the solution of pedagogical and problem-solving tasks at the level of interdisciplinary communication. A military education teacher thinks about how to present new material using a variety of methods and techniques in preparation for the lesson. It selects work objects taking into account the individual characteristics of students, their experience, physical development, and other factors that affect productivity. As you know, modern production is developing very fast. military weapons, technological processes are constantly improving. To some extent, this should be reflected in military education. This means that future teachers need to constantly monitor developments in science and technology, keep students informed of them in an understandable way, and work on their skills. In the training and education of future military education teachers, we can include the following types of skills:

-teaching skills;

- ability to use modern teaching methods;

- parenting skills;

- The quality of the human factor;

- The ability to objectively assess and control knowledge;

a) education - to determine the purposefulness of educational work, its scientific basis and the correct choice of its content;

b) Determining the quality of the results of labor and professional activities, the stages of development, the level of development and the direction of the future;

In terms of the requirements for the level of professional training of graduates, competence refers to the ability of students to apply a set of knowledge, skills and methods of activity in a specific situation. In pedagogical higher education institutions, basic competencies are defined at the level of educational blocks and academic disciplines for each stage of education. The essence of social and personal experience in accordance with the main objectives of professional pedagogical education in determining the order of basic competence is vital in the process of organizing professional activity in a social society. From this point of view, the basic competence is divided into: holistic - meaningful, socio - cultural, educational - cognitive, information, communicative, socially active, self-improvement. The professional development of a military education teacher is as follows: pedagogical system, process and outcome. Social norms are reflected as important bases in assessing the level of professional formation, and they, in turn, are recorded in the context of the State Education Standard. In assessing the performance of the education system, it is possible to distinguish key indicators related to its effectiveness and the development of the pedagogical system. These indicators justify the logic of assessing the level of professional development of teachers. It is well known that lectures and practical training have didactic potential in the professional development of military education teachers. The fact that lectures and practical classes are aimed at developing a more theoretical level of pedagogical consciousness often leads to the fact that students 'knowledge is of an oral nature.

The organization of the independent educational process plays an important role in the formation of professional competence of teachers of military education. The future teacher of military education in the study of the problem of preparing bachelors for independent pedagogical education It is important to focus on the acquisition of deeper pedagogical knowledge, and for this - not on the improvement of the necessary practical knowledge, skills and abilities, but on the formation and development of certain personality traits. This is exactly what the verse is about.

All these tasks are performed together. Organization of full-time and study processes in addition to teaching and learning: general (frontal), group and individual. Including their joint use. Various means of information, especially computer information, are used in the successful implementation of the learning process, including independent learning. Training is carried out with auditing and independent learning (independent). In the training of teachers of military education, information and methodological support plays an important role in the formation of their professional competence.

The distance learning system and the effective use of teaching aids are key factors in shaping the professional competence of future teachers in improving the quality and effectiveness of education. The distance education system is used when there are problems in the implementation of the traditional education system or when the conditions require this process. This process allows for the adequate use of modern technology to increase the effectiveness of education in a given environment.

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