



The Social and Pedagogical Approach of Increasing Combat Readiness in the Process of Teaching Military Sciences at the Institute of Advanced Training of the Ministry of Internal Affairs of the Republic of Uzbekistan

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Abstract

This scientific work provides information about the social and pedagogical approach of increasing combat readiness in the process of teaching military sciences at the Institute of Advanced Training of the Ministry of Internal Affairs of the Republic of Uzbekistan.

Keywords: *Social Approach; Training Institute; Pedagogical Approach; Combat Readiness; Audience; National Pride; Military Science; Axiological Elements; Individual Elements; Competence; Self-Awareness*

Introduction

The Uzbek population, renowned for its extensive and culturally significant past, has cultivated and enhanced a substantial educational legacy. Over several centuries, they have instilled in individuals a commitment to universal human principles, including patriotism, compassion, industriousness, bravery, and integrity.

The “Avesta”, which dates back to the late 7th century BC and the first quarter of the 6th century BC, serves as a valuable source of data regarding certain aspects of military instruction among the Turanian–Iranian peoples. According to experts specializing in the study of the “Avesta”, it has been posited that Jamshid, the inaugural ruler of Khorezm, implemented a societal classification system consisting of four distinct categories: the military, the peasantry, the artisan class, and the scholarly community. According to the individual, the military possesses undisclosed information, and those who acquire knowledge of these classified secrets will be equipped to safeguard themselves, their families, and their nation against various malevolent adversary assaults. The aforementioned information indicates that

the protection of society can only be ensured by a well-established military force. The information presented in the “Avesta” indicates that the educational process encompassed the dissemination of comprehensive knowledge essential for individuals’ daily lives. As an illustration, it was mandatory for male individuals to acquire proficiency in thirty-two distinct military techniques. Exceptionally gifted young men were specifically trained in the skill of horse riding and actively participated in military drills and exercises. During that era, significant emphasis was placed on the need for military education. Currently, there is a notable emphasis on education and spiritual development within our nation, as indicated by the available facts [1].

Main Part

Hence, it can be inferred that the origins of military education can be traced back to the time when the “Avesta” was composed. Conducting a comprehensive analysis of military education during that era, juxtaposing it with contemporary military education, and incorporating these findings into training programs would enhance the educational experience of the audience, fostering a sense of national pride.

In his address to the Oliy Majlis, the President of the Republic of Uzbekistan discussed the matter pertaining to the youth on January 24, 2020. In order to address this matter, it is imperative to prioritize the education and training of the upcoming cohort of professionals who possess the qualities of being proactive agents of change, strategic thinkers, and well-educated and competent individuals. According to a source [2], there was a transformation or change that occurred.

Hence, it is imperative to prioritize certain tasks in the modernization of military education, such as enhancing the efficacy of military education at the training institute of the Ministry of Internal Affairs, elevating the level of professional expertise among students, incorporating innovative educational methods and information and communication technologies into the instruction of military sciences, and assimilating and adapting advanced foreign practices. This is of significant importance. Within the realm of education, it is widely acknowledged that the principal categories encompass ideas such as “knowledge”, “skills”, and “information”.

Education serves as a means to cultivate a comprehensive perspective, foster human beliefs, instill a sense of duty and responsibility, and develop moral attributes that are emblematic of individuals within our society. This is accomplished through the dissemination and assimilation of knowledge within the educational sphere.

Education is a multifaceted process that involves imparting knowledge, fostering the acquisition of skills and talents, and shaping individuals’ worldviews through the leadership and instruction of educators.

Education is a process that aims to provide students with knowledge, skills, and competencies through the guidance and instruction of teachers.

A skill refers to a collection of acts that are imparted by educators following the completion of student training.

Information refers to a collection of knowledge, acquired abilities, competencies, and developed worldviews that are obtained through the educational instruction provided by teachers to pupils.

So, in the process of training students in military sciences, education is a process of imparting knowledge, improving skills and forming skills in order to increase their combat readiness. Education serves as a social-pedagogical necessity that directs listeners to the goal.

The knowledge of science, analysis of processes in social reality, practical activities based on them, and understanding of the interrelated organic process in studying the axiological approach that affects the combat readiness of students in the training of military sciences at the Training Institute of the Ministry of Internal Affairs is of great importance.

Axiology is a philosophical framework that examines the various dimensions of values, encompassing material, cultural, spiritual, moral, and psychological aspects, as they pertain to individuals, communities, and societies. It also explores the interplay between these values and the objective reality of the world, as well as the dynamics of value shifts and normative systems within a historical context [3].

The concept of N.B. Polkovnikova has been subject to varying interpretations among scientists from adjacent countries, influenced by their respective scientific perspectives. In her study, she conducted an analysis to identify the axiological components involved in the process of establishing relationships between children and adults [4]. The axiological dimensions of local education in N.A. Gushchina were examined in relation to the composition of qualities required for future teachers, with a focus on the influence of professional and value orientations [5]. O.Y. Shafranova touched on the foundations of the axiology of building continuous education for teachers of higher education [6]. E. Mettini, A.S. Makarenko studied the axiological guidelines of the educational system [7]. O.E. Lebedev interprets competence as the level of information that allows to choose and justify (empirical, theoretical and axiological) a method of action to solve a problem in a certain field of activity in a situation of uncertainty [8].

O.T. Abduganiyev presented a scientific study wherein he proposed a framework for fostering socially engaged citizenship abilities among students. This framework is grounded on the reciprocal integration of axiological approaches [9].

Therefore, in the process of teaching military sciences, a combination of axiological approaches to the study of the world and description of the laws of reality is necessary, and a comprehensive approach is necessary in their use. It is better to rely on an axiological approach in order to correctly understand the importance of saving humanity as a result of the mass protests, the danger of extremism, which affects the way of life of the globalization processes on earth. It is important to know from the point of view of scientific knowledge the researches on changing the mind and physiology of the listeners in military training.

In the process of teaching military sciences, it became known that some students do not use the rare works of our scholars of the past in the military direction as a social-pedagogical necessity to increase the students' combat readiness. In order to overcome this, it is important to use mass media and mass communication tools, books, lectures, visual sources during the training, and to give tasks to the listeners for independent learning from the rare works of our past scholars in order to increase their combat readiness.

The subject of inquiry pertains to the identification of a state and a political figure. In his publication titled "High Spirituality – An Invincible Power", I. Karimov posited that spirituality possesses an unparalleled potency that compels individuals towards spiritual purification and personal growth from within. Furthermore, it fortifies one's inner realm, enhances their willpower, reinforces their faith, awakens their conscience, and serves as the yardstick for all perspectives.

The research conducted by Z.T. Saliyeva enhanced the understanding of the value-oriented, group, and interpersonal integrated influences of professional socialization [10]. This was achieved through the clarification of the philosophical, pedagogical, and psychological factors that contribute to the development of spiritual culture.

Concerning student competence, S.M. Norbaeva addressed the following: “The subject of theoretical and pedagogical foundations of developing moral competence in students” was written in accordance with the competence approach, with an emphasis on the potential applications of psychological pedagogical sciences, the individuality of learning and learning activities, and the subjectivity of personal development. For the development of spiritual competence in students, the brochure identified psychological–pedagogical characteristics including compensatory self–development, self–correction, and identification of life goals, and discussed axiopedagogical possibilities including constructive epistemological, pragmatic, and sociocentric approaches.

We utilized A.G. Asmolov’s theory that it is imperative to examine an individual as a being who actively responds to the outcomes of his personal experiences, potential motivations, character, abilities, and activities, such as self–improvement and self–discovery, when examining the issue of developing the listener’s spiritual competence [11]. Furthermore, with regard to the development of individuals’ moral consciousness, we direct our attention towards G.S. Abramova’s concept of spiritual self–awareness as life obligations associated with “questions about the boundaries of the “I,” internal and external freedom” [12]. The resolution of these issues is delicate and relates to a personal concern of each individual.

Therefore, an important factor of increasing the combat readiness of trainees in the process of teaching military sciences is inextricably linked with the formation of trainees’ competence at a high level in the training institute. For this reason, effective use of the opportunities of modern educational technologies determines the urgency of the problem of creating theoretical and practical foundations of the process of forming the audience. Activation of listeners’ activities, scientific justification of new approaches that ensure the level of professional competence required today remains an urgent task.

E.F. Zeer demonstrated, based on the research of foreign scientists investigating the functional development of professional competence, that as an individual matures, a variety of forms of competence become more intertwined and their correlation with significant professional personality traits strengthens [13].

Through a systematic analysis, B.H. Makhmudov’s research identified time, intentional, substantive, and structural parameters that influence the development of competence in master’s students [14].

As part of Z. Sh. Alimardonov’s research, asserted that the political socioeconomic climate of the nation and the evolving geostrategic situation necessitate enhancing the professional competence of future officers enrolled in tertiary military institutions [15].

So, today, when we focus on the issues of increasing the combat readiness of the trainees, the main factor in the development of their professional competence is professional training, self–awareness, self–confidence, correcting the shortcomings indicated by the supervisor and teachers. It is of particular importance to accept and eliminate such problems and to form other characteristics that determine maturity.

The proficiency level of students enrolled in the training institute of the Ministry of Internal Affairs is outlined as follows: the capacity to effectively implement acquired knowledge across diverse contexts while considering multiple facets; the capability to formulate decisions while simultaneously selecting the most optimal course of action; the capability to coordinate and leverage the potential of social movements; and effective communication abilities with the intention of achieving specific objectives in interactions with others.

The objective of imparting military sciences instruction is to cultivate in students the capacity for self-awareness, evaluation, and administration as they progress in their professional and domestic lives, and to equip them for service in internal affairs organizations.

In L.G. Stepanova's scientific investigations, she posits that the pedagogue is an individual in need of personalized instruction, with a particular emphasis on the significance of the pedagogue's role in the formation of the human psyche, the distinctiveness and individuality of each listener [16].

Conclusion

Hence, in the process of teaching military sciences, an individual approach is required to develop skills and competencies that depend on the subjective motivations of teaching, the attitude to the subject of education, the abilities, personal qualities and experience of the student.

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