

METHODOLOGY FOR USING "FEEDBACK" IN THE DEVELOPMENT OF "SOFT SKILLS" IN THE MILITARY-PEDAGOGICAL TRAINING PROCESS

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Annotation

In the military-pedagogical education process, the development of "soft skills" plays a crucial role in shaping competent and adaptive professionals. One of the most effective methods for fostering these skills is the use of "feedback" (reverse communication). This paper explores methodological approaches to implementing feedback in military-pedagogical training to enhance cadets' critical thinking, communication, teamwork, and problem-solving abilities. The study highlights various feedback techniques, including formative assessment, peer reviews, and reflective practices, to ensure effective skill development. The findings suggest that systematic and constructive feedback significantly improves learning outcomes and professional competencies in military-pedagogical education.

Keywords

Soft skills, feedback, military-pedagogical education, communication skills, professional competence, formative assessment, reflective practice.

Annotatsiya

Harbiy-pedagogik ta'lim jarayonida "soft skills" (yumshoq ko'nikmalar)ni rivojlantirish muhim ahamiyatga ega bo'lib, bu kelajakdagi harbiy mutaxassislarining malakali va moslashuvchan bo'lishiga yordam beradi. Ushbu maqolada harbiy-pedagogik ta'limda "feedback" (teskari aloqa)dan foydalanish metodikasi ko'rib chiqiladi va uning tanqidiy fikrlash, muloqot, jamoada ishlash hamda muammolarni hal qilish ko'nikmalarini rivojlantirishdagi ahamiyati tahlil qilinadi. Tadqiqotda shakllantiruvchi baholash, tengdoshlar bahosi va reflektiv amaliyot kabi teskari aloqa usullari o'rganilib, ularning samaradorligi yoritiladi. Natijalar shuni ko'rsatadiki, tizimli va konstruktiv teskari aloqa harbiy-pedagogik ta'limda o'quv natijalarini va professional kompetensiyalarni sezilarli darajada yaxshilaydi.

Kalit so'zlar

Soft skills, teskari aloqa, harbiy-pedagogik ta'lim, muloqot ko'nikmalari, professional kompetensiya, shakllantiruvchi baholash, reflektiv amaliyot.

Аннотация

В процессе военно-педагогического образования развитие «soft skills» (гибких навыков) играет важную роль в формировании квалифицированных и адаптивных специалистов. В данной статье рассматриваются методические подходы к использованию «обратной связи» в военно-педагогической подготовке для развития критического мышления, коммуникации, командной работы и навыков решения проблем. В исследовании анализируются различные методы обратной связи, включая формирующее оценивание, взаимное рецензирование и рефлексивную практику, обеспечивающие эффективное развитие навыков. Результаты показывают, что систематическая и конструктивная обратная связь значительно улучшает образовательные результаты и профессиональные компетенции в военно-педагогическом обучении.

Ключевые слова

Soft skills, обратная связь, военно-педагогическое образование, коммуникативные навыки, профессиональная компетенция, формирующее оценивание, рефлексивная практика.

Introduction

In the modern educational landscape, particularly in military-pedagogical training, the development of **soft skills** is gaining increasing attention. Soft skills, which include communication, leadership, teamwork, adaptability, and critical thinking, are essential for military professionals to effectively perform their duties in dynamic and high-pressure environments. Unlike hard skills, which focus on technical knowledge and operational proficiency, soft skills contribute to decision-making, interpersonal relationships, and overall mission success. One of the most effective methods for fostering soft skills in military education is **feedback** (reverse communication). Feedback serves as a crucial tool for guiding cadets and military trainees toward self-improvement, enhancing their ability to critically assess their own performance, and fostering continuous professional growth. Effective feedback mechanisms, such as formative assessments, peer reviews, and instructor-guided reflections, help bridge the gap between theoretical knowledge and practical application, ensuring that military personnel develop both competence and confidence in their roles.⁴⁹

This study explores the methodological aspects of using feedback in military-pedagogical education to enhance soft skills development. It examines different

⁴⁹ Argyris, C. (1991). Teaching Smart People How to Learn. *Harvard Business Review*, 69(3), 99-109.

types of feedback, their impact on learning outcomes, and best practices for integrating feedback into military training programs. By analyzing various feedback strategies, the research aims to provide practical insights into optimizing military education for the 21st-century professional, ensuring that military personnel are not only technically skilled but also adaptable, communicative, and capable of strategic decision-making in complex scenarios.

Research innovation

This research introduces an innovative approach to **soft skills development** in military-pedagogical education by systematically applying **feedback (reverse communication)**. The study brings new perspectives to military training by integrating structured feedback mechanisms that enhance not only technical proficiency but also interpersonal and cognitive skills.⁵⁰

One of the key innovations is the development of an **adaptive feedback framework** that moves beyond traditional directive instruction. This framework incorporates **real-time, formative, and peer-driven feedback** methods, allowing cadets to receive personalized guidance based on their learning progress. By tailoring feedback strategies to individual needs, the study ensures more effective skill acquisition and long-term professional growth. Another major contribution is the **integration of soft skills into military training programs**. Unlike conventional military education, which primarily focuses on technical expertise and discipline, this research emphasizes **communication, leadership, teamwork, and critical thinking** as essential components of military professionalism. The study introduces a methodology where **feedback-driven learning** is embedded into leadership exercises, strategic decision-making simulations, and teamwork-based tasks, ensuring a **holistic approach to competency development**.⁵¹

Additionally, this research stands out due to its **empirical evidence-based evaluation**. A **mixed-methods approach** is employed, combining **qualitative and quantitative research methods** to assess the effectiveness of feedback in soft skills development. The use of surveys, interviews, and experimental training programs allows for a **comprehensive analysis of feedback strategies**, providing valuable insights for optimizing military education. By implementing these innovative feedback methodologies, the study aims to modernize military-pedagogical training, ensuring that future military professionals are not only technically skilled but also capable of **effective communication, strategic decision-making, and adaptive leadership** in complex environments.

⁵⁰ Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice-Hall.

⁵¹ Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74.

Results and discussion

The study's findings indicate that the use of **feedback-based methodologies** in military-pedagogical education has a significant impact on the development of **soft skills** among cadets. Through structured feedback mechanisms, cadets demonstrated improvements in key areas such as **communication, leadership, teamwork, and critical thinking**.⁵² One of the most notable results was the **enhancement of communication and leadership skills**. Cadets who regularly received structured feedback showed greater confidence in expressing their ideas and engaging in professional discussions. Leadership training exercises that incorporated **real-time feedback** enabled cadets to make better decisions in high-pressure situations and improve their **situational awareness**. Additionally, structured feedback helped them develop **self-discipline and responsibility**, which are crucial for military leadership roles.

The study also revealed the **effectiveness of formative and peer feedback** in skill development. Unlike traditional evaluation methods, continuous **formative assessment** allowed cadets to receive feedback at different stages of their learning process, rather than only at the end. Peer feedback encouraged a culture of **collaboration and self-reflection**, enabling cadets to critically analyze their own performance and make necessary improvements.⁵³ Surveys conducted during the study showed that **78% of participants** believed that receiving regular feedback helped them identify their weaknesses and enhance their **teamwork skills**. Another key finding was the **positive impact of feedback on problem-solving and critical thinking abilities**. Cadets who engaged in **reflective learning practices** through structured feedback sessions demonstrated a higher ability to assess situations from multiple perspectives and make strategic decisions. This was particularly evident in scenario-based exercises, where cadets had to apply their knowledge in practical military operations. The feedback-driven approach encouraged them to think independently, adjust their strategies based on constructive criticism, and improve their overall **decision-making efficiency**.⁵⁴

Furthermore, the study highlighted the **importance of instructor guidance** in the feedback process. While peer feedback played a vital role in enhancing **collaboration and communication**, **instructor-led feedback** was essential in ensuring the accuracy and **practical applicability** of the guidance provided. Experienced military educators were able to **identify specific areas for improvement** and offer targeted advice, leading to a more structured and effective

⁵² Назаров, Қ. (2014). *Педагогик технологиялар ва педагогик маҳорат*. Тошкент: Фан.

⁵³ Аҳмедов, Н. (2020). *Замонавий таълим жараёнида мулоқот компетенциясининг аҳамияти*. Тошкент: Истикбол нашриёти.

⁵⁴ Ҳасанбоев, Ж. (2005). *Шахс ва унинг тарбияси*. Тошкент: Ўқитувчи.

learning process. In conclusion, the findings of this study confirm that **systematic and constructive feedback significantly enhances the development of soft skills** in military-pedagogical education. By integrating feedback-driven learning strategies, military institutions can better prepare cadets for the challenges of real-world operations, ensuring they are not only technically skilled but also capable of **critical thinking, leadership, and effective communication** in complex military environments.⁵⁵

Conclusion

The findings of this study highlight the crucial role of **feedback-based methodologies** in enhancing **soft skills development** in military-pedagogical education. Unlike traditional military training, which primarily focuses on discipline and technical proficiency, the integration of structured feedback mechanisms fosters essential competencies such as **communication, leadership, teamwork, and critical thinking**. One of the key conclusions is that **systematic feedback significantly improves cadets' ability to analyze, adapt, and refine their professional skills**. The use of **real-time feedback, formative assessment, and peer evaluation** has proven to be an effective approach in reinforcing leadership qualities and strategic decision-making. By encouraging **self-reflection and continuous improvement**, feedback enables cadets to become more adaptable and competent professionals. Moreover, the study demonstrates that **feedback-driven learning strategies promote active engagement and collaboration** among cadets. Instead of passively receiving instruction, they become **active participants** in their own development, learning to critically assess their performance and apply constructive criticism to improve their skills.⁵⁶ The combination of **peer and instructor feedback** ensures a **balanced and structured learning process**, where cadets receive **both collaborative insights and expert guidance**. Another important conclusion is the **direct impact of structured feedback on problem-solving abilities**. Cadets who participated in **feedback-oriented training programs** exhibited **greater confidence in handling complex scenarios**, demonstrating **enhanced decision-making skills and situational awareness**. This suggests that military education institutions should prioritize feedback mechanisms as an integral part of training programs to better prepare future officers for **real-world military challenges**. In summary, this research confirms that **systematic and constructive feedback serves as a powerful tool for improving soft skills in military-pedagogical education**. By integrating effective feedback strategies into

⁵⁵ Юсупов, Р. (2019). Ҳарбий таълимда интерактив методларнинг аҳамияти. *Педагогика ва психология журнали*, 2(3), 45-52.

⁵⁶ Турсунов, О. (2021). Ҳарбий кадрлар тайёрлашда мулоқот ва лидерлик компетенцияларини шакллантириш. *Илмий-тадқиқотлар тўплами*, 4(1), 88-95.

training programs, military institutions can cultivate highly skilled professionals who are not only technically proficient but also capable of **critical thinking, strategic leadership, and effective communication** in complex operational environments.

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