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CONTENT, FORM, METHOD AND MEANS OF DEVELOPING EXTREME COMPETENCE IN STUDENTS OF MILITARY EDUCATION

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Abstract

This article discusses the existence of an inseparable connection between a person and his living conditions in science, and in order to correctly understand human behavior or provide him with socio-psychological assistance, it is necessary to take into account the characteristics of the life (social) situation in which his existence and development take place, and to organize a system of educating children in the spirit of military-patriotic spirit. A large number of empirical and experimental data have been collected in this regard within the framework of various scientific directions.

Keywords

Homeland, extreme, competence, loyalty, situation, psychological, privilege, parameter, object, episode, military, political, national, subject, method, physical, position, stress, patriotism, pedagogical, analytical, professional, combat, reflection, approach, research.

INTRODUCTION

In Uzbekistan's new development strategy, based on comprehensive work aimed at developing loyalty to the Motherland, feelings of devotion in society, and forming patriotism and responsibility in them, educational objectives are envisaged in the education system, particularly in military education, to enhance students' physical skills, increase combat spirit, and develop tactical knowledge and capabilities. In this sense, one of the important tasks remains to study the content and essence of bringing pre-conscription military education to a new qualitative level of student preparation in the higher education system and increasing the effectiveness of personnel training, and to eliminate existing shortcomings.

LITERATURE REVIEW

At the new stage of development of our society, "it is extremely important to cultivate the spirit of patriotism in the youth of society, accelerate the pace of cultural-spiritual and moral development, rationally organize educational work,

and regularly implement enlightenment measures. If a person is not properly educated, their activity will be harmful to society. Our President Shavkat Mirziyoyev expressed the following thoughts on this matter: "A state that cannot cultivate a high spirit of patriotism in its children, no matter how powerful weapons it possesses, cannot strengthen its defense capability"[1]. Therefore, one of the urgent tasks is to develop a combat position based on the feeling of patriotism in students through pre-conscription military education and strengthen their physical development. For this, it is necessary to deeply analyze the content of factors affecting the improvement of education quality and effectiveness in the pedagogical process.

On the occasion of the 33rd anniversary of the establishment of the Armed Forces of the Republic of Uzbekistan, the head of our state Sh.M.Mirziyoyev, in his congratulatory message to defenders of the Motherland, paid special attention to the fact that currently the military-political situation in the world and in our region has changed sharply, threats and dangers in the field of national and global security are increasing, and in such a highly responsible situation, there is a need to continue well-thought-out and consistent actions regarding the further development and improvement of our national army.

In particular, special attention was paid to the urgent importance of continuous educational work aimed at increasing the professional preparedness of military personnel, improving the system of professional military personnel training at all levels, further developing our national army, raising the general culture of military personnel being trained, creating all convenient conditions for their rest and sports activities, and in this process, increasing requirements in their selection for admission to ensure that truly worthy youth with high intelligence and leadership abilities are identified for education at military educational institutions [2].

Because, "if we do not protect our children ourselves, if we do not care for them ourselves, if we do not educate them ourselves, no one will come from outside to do this work for us. For this reason, every officer should consider it their important duty, like military service, to return misguided youth to the right path using effective forms and methods"[24;141]. Therefore, every pedagogue working in the field of education and responsible class leaders should regard it as an important task to increase the military preparedness of students in pre-conscription military education by developing physical-tactical skills, as well as to deeply instill in their consciousness and hearts ideas of love for the motherland and loyalty to the country[94;130-131].

Human virtues such as devotion, courage, loyalty, love and consequence develop combat spirit in students of pre-conscription military education. For this, it is necessary to "think more about training new era teachers, developing pedagogical science, innovative educational technologies, and creative approaches"[25;143] and to bring their development to a new level.

Based on the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan on February 23, 2018, the "Concept of educating youth in the military-patriotic spirit" was developed, which embodies four stages. This concept noted that the state is the main institution that organizes the system of educating youth in the military-patriotic spirit and ensures monitoring of its results. The state organizes the educational process of the younger generation in the family, preschool education, general secondary education, vocational education and higher education institutions, during military service, as well as within citizens' self-governance bodies, various state and non-governmental non-profit organizations.

Requirements for professional competencies of bachelors in the field of 60112000-Pre-conscription military education:

General competencies:

To have skills in forming and objectively assessing the desire for personal growth, as well as increasing the intellectual development level of students;

To be able to effectively use the basic rules and methods of general professional and specialized subjects in solving social and professional tasks;

To possess written and oral speech skills in the native language and one foreign language for systematically and freely expressing one's thoughts in the native language, working with scientific texts, and public speaking;

To master the use of methods, techniques and means of obtaining, sorting, storing and processing information and media literacy; to possess skills in working with global computer networks;

To understand the principles of organizing scientific research and achieving scientific knowledge;

To be capable of forming healthy lifestyle skills in accordance with the requirements of hygiene, labor protection and protection from external influences.

Professional competencies:

Modeling the educational process and applying it to educational practice;

Mastering methods of organizing joint cooperative activities and interpersonal interaction of subjects of the educational process;

Implementing interdisciplinary connections in solving professional tasks, as well as ensuring harmony, organicity and continuity of theory and practice;

Mastering critical thinking methodology;

Ensuring technical safety in military classes and safely conducting laboratory experiments;

Having a value-based attitude toward inclusive education; possessing technology for working with students requiring long-term treatment (hospital pedagogy);

Being capable of outcome and mobility-oriented teaching that helps students develop competencies for adapting to the demands of a changing labor market and enables the formation of an active citizenship position.

Below, we present in analytical form the forms, methods and tools used on the topic "Development of students' extreme competence based on situational approach."

The following forms are used to develop students' extreme competence:

Table 1

Forms of developing students' extreme competence based on situational approach

No	Form Name	Content
1	Training sessions	Working with students in simulated extreme situations.
2	Practical laboratory work	Forming the skill of making quick decisions in complex conditions.
3	Team project work	Increasing stress resilience and cooperation ability through working a group.
4	Social role-playing s	Demonstrating real-life extreme situations through role-playing games.
5	Case study (function analysis)	Analyzing a specific extreme situation and directing toward finding a on.
6	Quizzes and rapid	Developing the skill of responding within a short time.

The main methods used in the situational approach are as follows:

Table 2

Methods of developing students' extreme competence based on situational approach

No	Method Name	Content
1	Simulation method	Adapting students to extreme situations close to real conditions.
2	Problem-based ing	Presenting students with tasks that are difficult to solve.

No	Method Name	Content
3	Problem-based ion-answer	Forming the ability for quick thinking through problem-based ions.
4	Discussions and es	Developing the ability to defend one's opinion and make decisions : stress.
5	Case method (Case)	Studying and analyzing a specific situation and finding an optimal on.
6	Role-playing games -Play)	Testing situations in practice by performing various social roles.
7	Teamwork	Developing communicative skills by performing extreme tasks with a .
8	Situational tasks	Encouraging students to solve problems in unexpected complex tions.

The following tools are used in implementing the methods:

Table 3

**Tools for developing students' extreme competence based on situational
approach**

No	Tool Name	Description
1	Simulators	Virtual or physical simulators for creating extreme conditions.
2	Educational technologies	Electronic platforms, for example: Moodle, Zoom, virtual atories.
3	Interactive materials	Electronic cases, multimedia programs for situation analysis.
4	Observation and toring tools	Programs for assessing student activities and monitoring levels.
5	Situational cards	Pre-prepared tasks for role-playing games or cases.
6	Video and audio materials	Educational videos and audio recordings demonstrating ne conditions.
7	Real technological ment	Increasing practical skills by working with complex ologies.
8	Time management tools	Timers and technologies for setting time limits.

The effectiveness of the situational approach is related to forming students' skills in making quick, accurate and creative decisions in extreme conditions. Through the complex application of the above forms, methods and tools:

Students' stress resilience increases.

Analytical and creative thinking abilities develop.

They acquire competence in working in real extreme situations.

The following methods are used in developing extreme competence:

Problem-based teaching methods:

Students are given tasks to find solutions in unexpected and complex situations.

For example, real situations are modeled through simulations and role-playing games.

Case-study (Situation analysis):

Real or conditional situations are analyzed and students are required to make correct decisions.

Practical experiences and simulation:

Skills are formed in extreme conditions through virtual laboratories and interactive sessions.

Reflection and analysis:

Students are taught to evaluate their own decisions and mistakes.

Conditions for developing extreme competence:

Teacher preparedness. Pedagogues must thoroughly master the methodology of forming extreme competence.

Implementation of innovative technologies. Using simulations and virtual environments.

Adapting the educational environment. Creating problem-based situations approximated to real life.

Developing creative and critical thinking. Forming creative approach and critical analysis skills in students.

Table 4
Criteria for assessing extreme competence in students

No	Criterion	Indicator	Level
1.	Knowledge level	Possessing theoretical knowledge	High, Medium, Low
2.	Practical skills	Quality of performing practical tasks	High, Medium, Low
3.	Adaptability	Adaptive approach to certain situations	High, Medium, Low
4.	Decision-making	Making quick and correct decisions	High, Medium, Low

5.	Reflection	Analyzing one's own ions	High, Medium, Low
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CONCLUSION

In conclusion, developing extreme competence in students is one of the important directions of the modern education system. Individuals with highly developed abilities for quick decision-making in uncertain and complex situations, adaptive approaches, and reflection skills meet the needs of today's society. To develop extreme competence, it is necessary to use innovative methods, simulations, and apply real-life situations.

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