

## **Innovations in Military Education as a Condition for Forming Professional Competence**

**Anarbaev O. I.**

Associate Professor, Lieutenant Colonel, Deputy Head of the Department of the Academy of the Armed Forces of the Republic of Uzbekistan

**Abstract:** The article deals with innovations in military education, which are understood as new methods of teaching, new ways of organizing classes, formation of the content of education (integration ( intersubject ) programs), methods for assessing the educational result.

**Keywords:** Military education, innovation, humanization of pedagogical interaction.

Currently, education is of great importance in the development of modern society. The search for promising directions for its development is a pressing issue, since education is a social institution that reproduces the intellectual potential of the country. Consequently, it must have the ability for rapid development and meet the interests of society and a specific individual. Innovative activities in the field of education are the subject of active discussion in pedagogical science, where the term “innovation” is used with multiple meanings. Translated from Latin, the concept of “innovation” means “renewal, innovation or change.” This concept first appeared in research in the 19th century and meant the introduction of certain elements of one culture into another. At the beginning of the 20th century, a new field of knowledge emerged, innovation - the science of innovation, within the framework of which the patterns of technical innovations in the field of material production began to be studied. Pedagogical innovation processes have become the subject of special study in the West since about the 50s and in the last twenty years in our country. In relation to the pedagogical process, innovation means the introduction of new things into the goals, content, methods and forms of teaching and upbringing, the organization of joint activities between teacher and student [1]. In the Russian educational system, people have been talking about innovation since the 80s of the 20th century. At this time, the problem of innovation in pedagogy and, accordingly, its conceptual support became the subject of special research. The terms “innovations in education” and “pedagogical innovations,” used as synonyms, were scientifically substantiated and introduced into the categorical apparatus of pedagogy. As for higher education, innovative technologies at a university are, first of all, a condition for improving the quality of education, and therefore, an opportunity to increase the competitiveness of a particular university in the educational services market. And so, analyzing the current state of higher education, we can identify the following conditions to ensure the quality of education [2-5]:

- Firstly, the preparation of applicants, measured on the basis of the results of pre-university education and the results of entrance exams;
- Secondly, the high professional level of the teaching staff;
- Thirdly, the educational technologies used, rationally combining established classical teaching methods with innovative ones.

These conditions will make it possible to meet the education system and the needs of modern society.

It is obvious that assessing the effectiveness in determining the significance of a particular innovation is also typical for higher military schools. Innovations should contribute to achieving the main goal of military professional education - training for the state and its Armed Forces professionally competent military specialists, capable of fulfilling their military duty, and most likely possessing high moral qualities. These innovations make it possible to satisfy the needs of students in intellectual and cultural development, in acquiring professional education of a certain level and focus in accordance with State educational standards.

The development of modern military education involves changing the requirements for the professional training of future officers, assessing the effectiveness of their educational and cognitive activities in accordance with innovative trends. This necessitates the search for new approaches to organizing interactions and relationships between participants in the educational process. The methodology of modern teaching of academic disciplines requires the implementation of humanistic approaches to the interaction between teacher and student, which is characterized not by domination - submission, not by suppression and competition, but by cooperation, openness, trust, and sincerity.

Let us consider the main directions of humanization of the educational process in higher (including military) schools. When organizing educational work at a military university, teachers are guided by the provisions of the State Standard of Higher Professional Education, which determines the quantitative and qualitative content of the disciplines studied. When studying humanities disciplines, it is possible, without violating the requirements of regulatory documents, to achieve variability in approaches to program implementation, plan the educational process, use textbooks and other materials depending on the interests of students.

It should be noted that the study of such disciplines at a military university is multi-purpose. Mastering them involves not so much active work with a teacher, but intensive independent work. At the same time, the humanistic methodology gives the cadet the opportunity to "discover" himself to others and others to himself, to feel significant and equal [6]. The condition for the humanization of learning is an approach to assessing the effectiveness of knowledge acquisition, which allows one to evaluate the methods of learning activities. The learning process is always associated with the need to evaluate both current and final results of educational activities. Such assessment is carried out at the university in the form of tests, exams and assessments. A humanistic approach to assessment activities involves assessing not only the final result of the learning process - knowledge, but also the process of mastering it. This helps to individualize and differentiate the assessment of the mental activity of each individual cadet.

Emotionally humane and communicative approaches are relevant and significant; they have a certain potential for developing a humanistic orientation among cadets. The main types of communicative activities taking place in an atmosphere of cooperation during group interaction of cadets create conditions for the active development of educational activities into methods of scientific knowledge.

The communicative approach implements dialogism in learning in the system of subject-subject relations with an active-positive style of interaction; reinforces the motivational- need sphere, creates conditions for the active transfer of cadets' skills and abilities into situations that are close to the real conditions of the upcoming social and professional activities. The communicative activities of the subjects of communication allow the development of an active position. The orientation of modern methods towards the principle of communicativeness presupposes the widespread use of educational situations. The communicative approach involves individualization in learning, setting cognitive tasks that meet the needs of the individual. This contributes to an adequate reaction and the development of activity of the cadet's personality. Thus, adequate pedagogical communication between a teacher and a cadet is a necessary humanistic component of their pedagogical interaction in the conditions of a modern military university.

Summarizing the above, it should be noted that innovative educational activities in a military university involve the implementation of the humanization of pedagogical interactions based on the organization of communication between the teacher and the cadet in the process of joint activity and on this basis the formation of humanistic qualities of the students' personality.

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