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## STRUCTURE OF MILITARY-PROFESSIONAL COMPETENCE OF CADETS IN HIGHER MILITARY EDUCATIONAL INSTITUTIONS

**Abstract:** This article describes the enhancement of educational effectiveness, the development of professional competence of cadets, directions in innovative activities, and the integration of innovative education and information-communication technologies into the educational process of military educational institutions. It also explores future tasks related to studying foreign practices in this field.

**Keywords:** military-professional competence, structural elements, key and basic competencies, analytical-constructive thinking, emotional, volitional and stress resilience, psychological adaptability, developed reflection, general psychophysiological activity, communicability.

The components of military-professional competence of cadets in military educational institutions of the Ministry of Defense of the Republic of Uzbekistan possess characteristics of variability, interdependence, interactivity, and social and personal significance. Therefore, from the relationship between individual and group analysis of activities, structural elements of military-professional competence are identified. These include:

- Military-Professional Knowledge;
- System of Professionally Important Skills and Abilities;
- Military-Professional Positions;
- Personal Qualities (Characteristics);
- Readiness and Ability to Solve Assigned Tasks Arising in Service Activities.

The structural elements of military-professional competence at the Academy of Armed Forces and other military educational institutions are in constant dialectical interaction and development. A professionally competent cadet always serves the Motherland successfully, effectively performs military activities, enhances and implements their creative potential, and achieves high results that align with the objectives and goals of their official military duties.

Therefore, the modern system of professional military training must develop a comprehensive military-professional experience in trainees, adapted for solving a variety of (non-standard) tasks related to performing their functional duties.

To effectively address the challenges of training and educating cadets as professionals in their field, the command and faculty of military educational institutions must have a clear understanding of the essence, content, and structural elements of military-professional competence, as well as implement appropriate and targeted influences on these elements in the educational and training process.

Moreover, the methods of implementing the pedagogical process are characterized by a complex and contradictory unity, and the diversity of methods does not imply the preferential use of any single method. Each teaching method is implemented in conjunction with other methods, and only their combined application in the process of cadet professional training contributes to the success and effectiveness of the educational process. Additionally, the choice of teaching method is determined based on the goals and tasks of the training.

When selecting a teaching method, the faculty considers the time allocated for studying a particular topic, as well as the significance of the educational material for the cadet's

future professional or academic activities. However, it is important to remember that training is not only about acquiring knowledge and skills but also about the development and education of cadets.

For the successful formation of military-professional competence, cadets must develop structural elements such as:

- Military-Professional Knowledge, Skills, and Abilities;
- Psychological Qualities (Characteristics);
- Cadet's Professional Position;
- Readiness and Ability to Solve Various Tasks;
- Key and Basic Competencies.

Military-Professional Knowledge is objectively crucial for performing activities. Generally, it includes the necessary general and military-professional information that is learned and required for practical activity. This knowledge forms the foundation for further development of professional skills and abilities, practical application of models, algorithms, and technologies to achieve high results in military activities.

Alongside this, professional positions and personal qualities are also of significant importance. A combination of deep and solid knowledge with a highly motivated position prepares the cadet theoretically for mastering the heights of professionalism-military skill.

Military-Professional Skills and Abilities represent practical actions used by the cadet to perform their functional duties and service tasks during training and military activities. A professional must be able to thoroughly analyze assigned tasks, plan and effectively carry out practical activities in accordance with the requirements of guiding documents, critically evaluate their achieved results, and make constructive changes to the nature and content of their activities. It is crucial for them to correctly assess, determine, and successfully implement the stages of their activities that are decisive in specific conditions of the evolving situation in training and combat activities and relationships within the military team.

Psychological qualities (features) of a cadet encompass the ability to appropriately manifest the full spectrum of their mental processes, states, and traits necessary for the successful execution of military duties. Key qualities include analytical-constructive thinking, emotional, volitional, and stress resilience, psychological adaptability to extreme conditions, developed reflection, general psychophysiological activity, and others.

Psychological qualities enable the cadet to apply their knowledge, skills, and positions in service to achieve set goals and objectives. In daily interactions, qualities such as accessibility, leadership, communicability and openness, authority, and alignment with official status are of significant importance.

The professional position of a cadet is defined as their stable attitudes and orientations, a system of relationships and evaluations of internal and social experience, reality and prospects, as well as their own claims, whether realized (unrealized, partially realized) in military activities. Additionally, the professional position determines the orientation, place, and role of the cadet in their professional activities. It serves as a measure of awareness of socially significant values and acceptance of the activity as a vital priority. If practical actions reflect the degree of acceptance of military-professional culture, the cadet's position focuses on key personal and professional interests, the integration of these interests into individual and collective goals.

The readiness and ability of a cadet to solve various tasks are components of the military-professional competence structure that drive their activity, initiative, and creativity in achieving higher performance results. Advancement in professional activities is supported by developed forecasting

ability, foresight, insight, personal ambitions, continuous involvement in decision-making processes, motivation for success, and other factors.

Key competencies ensure the success of individuals in political, social, economic, cultural, and other types of relationships. This group includes language skills, speech abilities, logical thinking, leadership, physical capabilities, individual psychological traits, general cultural knowledge, social skills, communicative abilities, cognitive skills, and others. Key competencies are crucial and universal for military-professional activities. They are developed and refined through training and military service.

Basic competencies are defined by the necessity for the normal functioning of cadets. To capture the multifaceted nature of basic competencies, several additional special and professional aspects must be highlighted, such as compliance with guiding documents that define the foundations of service activities and general military regulations, as well as the ability to creatively apply these competencies in complex and unforeseen situations, and to make non-standard decisions in professional activities.

In conclusion, the following observations can be made:

1. Military-professional activities of cadets are a crucial aspect of their education and training. The examined structural elements allow for targeted identification and effective influence in the educational process to develop cadets' military-professional knowledge, skills, and abilities to perform their service duties under challenging conditions.
2. The objectives of training are not only to master knowledge, skills, and abilities related to a chosen specialty but also to focus on how cadets are prepared, the development of their professional position, interest in their specialty, and fostering patriotism towards their homeland.

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