

**PROMISING DIRECTIONS IN THE EDUCATIONAL PROCESS IN HIGHER  
MILITARY EDUCATIONAL INSTITUTIONS****Bekmuradova Gulnora Uktamovna,**

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**Annotation:** this article discusses the system of military personnel training, educational reform, requirements for higher military educational institutions, the fundamental essence of the educational process, the multifaceted relationship between the teacher and the student, and the fact that under the influence of these relationships, the acquisition of certain knowledge, skills and qualifications leads to the continuous improvement of the professional skills of cadets.

**Keywords:** military education, military personnel training, professional activity, high intellectual, State educational standards, professional standards, students, real individual characteristics.

In leading scientific centers and higher military educational institutions of the world, the USA, the European Union, Great Britain, the People's Republic of China, the Russian Federation, advanced innovative mechanisms have been implemented to develop and assess the level of competence of future officers, modernize the military education system, integrate it with the requirements of the social environment, establish state educational standards based on competencies, and increase the effectiveness of the educational process. Particular attention is paid to improving the content, forms, methods and educational and methodological support of military education, focusing on practice, organizing the educational process on the basis of its interrelation with the sphere of service and daily activities, increasing the proportion of independent work in solving tasks and situations that simulate social and professional problems, and conducting monitoring.

The educational reform has set the task of forming a creative, innovative teacher who can think in a new way, find the right path in the intense information flow of our century, be productive in information, use it in the education and training of the younger generation, and learn a profession. The importance of this work is that pedagogical experience has shown that no matter how much innovation is introduced into the content of education, no matter how perfect programs, textbooks and educational standards are created, their implementation in the educational process depends on the personality and pedagogical skills of the teacher. The President of the Republic of Uzbekistan, Supreme Commander-in-Chief of the Armed Forces Shavkat Mirziyoyev set the following requirements for the training of military personnel: "The system of training military personnel must be constantly updated and, when necessary, be ahead of it. We are creating the most modern conditions for our cadets and students to acquire the most advanced, innovative knowledge and skills at the academy and other educational institutions." As a result, conditions have been created to improve the quality of training future officers. Since this is the case, what should be the main focus of the training process or what is its purpose?

To improve the personal qualities and professional skills of each cadet, as well as to familiarize them with the latest innovations in their specialty;

To develop the skills of applying innovations in practice in order to achieve a high level of professional activity;

To cultivate in cadets a thirst for innovation and a sense of constant independent learning;

To organize the educational process and professional development on the basis of advanced pedagogical technologies;

To improve the professional development of educators;

To improve the professional skills of employees working in this field;

It is also important to improve their preparation in understanding the features and laws of adult education.

One of the main priorities of the construction of the military organization of the state is the creation of an effective personnel training system that can successfully perform the duties of the defenders of the Motherland. Studying in a military educational institution clearly manifests in cadets a number of psychological qualities characteristic of young people, such as sensitivity, curiosity, politeness, commitment to romance, the desire to communicate in a team, and the inner desire to assert oneself in a team.

The study of the existing conflicts between the objective needs of the Armed Forces for highly intellectual, qualified, conscious officers and the level of general training of graduates prompted scientists to search for and identify a universal feature that allows for an objective assessment of the quality of military specialists obtained at the exit of a higher military educational institution, and to determine the causes of existing deficiencies in the system of training future officers. The modern educational institute provides the cadet with the opportunity to practice many scientific subjects in the chosen specialty. However, the existing paradigm of officer training still persists in higher military education, according to which the professional level of a future officer is determined by the set of knowledge, skills, and qualifications acquired by him, which ensure purposeful professional activity in a standard situation. In this regard, we found it necessary to dwell on some key terms below.

State educational institution - an institution established by state authorities and management bodies on the basis of state-owned property, providing education in accordance with state educational standards and state educational requirements; State educational standards determine the requirements for the content and quality of general secondary, secondary specialized, professional and higher education.

State educational standards - a set of requirements established by the state for the content and quality of education;

State educational standards - determine the requirements for the content and quality of general secondary, secondary specialized, professional and higher education.

State educational requirements - mandatory requirements for the structure, content and conditions of its implementation, as well as the physical, personal, intellectual, scientific and professional qualities of learners; State educational requirements are developed and approved by the relevant authorized state management bodies in the field of education; State educational requirements: determine the content of out-of-school education, post-higher education, as well as the retraining and advanced training of personnel; the structure of education and the conditions for implementing education; and the norms for the physical, personal, intellectual, scientific and professional qualities of learners.

State educational requirements:

determine the content of extracurricular education, post-higher education, as well as the retraining and advanced training of personnel;

the structure of education and the conditions for implementing education;

the norms for the physical, personal, intellectual, scientific and professional qualities of students.

Qualification - the level of knowledge, abilities, skills and abilities, which expresses a person's readiness to perform a certain type of professional activity, confirmed by an appropriate document on education;

Specialty - the name of a specific type of professional training that ends with the award of a qualification;

Non-state educational organizations may carry out educational activities on the basis of independently developed curricula and specified in the license.

The Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan ensures the development of state educational standards, qualification requirements, curricula and training programs for higher education, secondary specialized education and professional education. For these purposes, the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan determines the basic state higher educational and professional educational institutions.

Basic state higher educational and professional educational institutions carry out the development of state educational standards, qualification requirements, curricula and training programs with the participation of applicants for personnel.

State educational standards are developed on the basis of professional standards.

The Ministry of Public Education of the Republic of Uzbekistan ensures the development of state educational standards for general secondary education.

State educational standards, qualification requirements, curricula and training programs for higher, professional, secondary specialized and general secondary education are approved by the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan, the Ministry of Public Education and the Agency for the Development of Creativity and Specialized Schools under the President, the Cabinet of Ministers of the Republic of Uzbekistan.

Other ministries, state committees and departments, which are vested with the relevant powers, develop and approve state educational standards in coordination with the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan.

State educational requirements are developed and approved by the relevant authorized state administrative bodies in the field of education.

Education of persons with physical, mental, sensory (sensory) or mental disabilities is carried out on the basis of special educational programs.

The Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan may grant state higher educational institutions the authority to provide educational services on the basis of independently developed and approved educational programs, qualification requirements and curricula.

Currently, these requirements for a higher military educational institution include:

- 1) compliance of the daily life of the educational institution with the requirements of the general military regulations of the Armed Forces of the Republic of Uzbekistan;
- 2) clear organization of internal order and service of troops;
- 3) teaching subjects at a high organizational and methodological level;
- 4) qualitatively conducting various internships and practices of cadets;
- 5) planned involvement of cadets in the implementation of a comprehensive plan for the formation of command skills and methodological skills;
- 6) planning and recording the results of the performance of duties by persons on daily duty; daily educational and educational work with cadets;

The system of retraining and advanced training of pedagogical personnel, while making changes to the process based on a constant analysis of the results of teaching, is to improve the quality of education of cadets by improving their creative abilities, personal qualities and professional knowledge, skills and qualifications. Reforming the system of advanced training and retraining of pedagogical personnel based on the requirements of educational reform is a rather complex problem. Based on the principle of continuity:

building it on a democratic and humanistic basis based on the human factor;

take into account the connection and difference between the basic (base) education of cadets and their professional development;

ensure the coherence of education in the classroom process with independent work on oneself;

study the needs of cadets and coordinate their subjective capabilities with social requirements;

determine the content and form, methods, and duration of education based on differentiation and individualization depending on the level of knowledge and skills at different stages (periods) of education;

develop an inextricably linked system of certification with material and moral incentives;

ensure the coherence of state and non-state, social, independently organized forms of education;

organize education taking into account the age, motivations for activity, and personal qualities of cadets;

introduce competition and external training in education;

develop criteria for determining changes in the educational activities and personal qualities of cadets.

The educational process is fundamentally a social process, in which the cadet - the teacher, the methodologist, enters into multilateral relations with colleagues in the group. Under the influence of these relations, along with acquiring certain knowledge, skills and qualifications, he compares himself with a number of his personal qualities, such as communication, attitude to others, understanding them. Based on this, since analytical activity is a determinant in the continuous improvement of the cadet's professional skills, it is appropriate to consider it as a subject of the field. It is extremely important for the cadet to conduct a scientific and theoretical analysis of his analytical activity based on the requirements of educational reform and to determine the relationship between them at the level of achievements in pedagogical science. In

order to prevent the inconsistency of his pedagogical activity with the requirements of educational reform based on analysis, the teacher must constantly study the results of scientific and technical achievements, pedagogical research, and apply them to his activities. At the same time, the system of methodological work in the workplace and the effective organization of independent learning are also determined. So, it can be seen that the teacher's activities during the course, along with determining the content of the course lessons, are aimed at a single idea - education and upbringing and the improvement of one's own personality, and form the basis of the connection between them.

In turn, the integrity and interdependence of these three components constitute the content of advanced training. The theoretical and scientific direction of methodological work requires the conditions for their solution.

Thus, if the practical activity of the teacher is a source of the emergence of problems in it, then pedagogical theories create the conditions for their practical solution (application). In solving the educational problems necessary for each teacher (based on the needs of his activity), the harmony of practice and theory is the basis for activating the pedagogical activity of the teacher. In turn, these play the role of a methodological basis for solving educational and professional development. Along with providing quality education, the teacher must instill national values in the cadets and educate them as patriots. This goal is realized through pedagogical activity. Therefore, in educational institutions, that is, in the activities of cadets and teachers, it is necessary to break the habit of overestimating the cadet, such as thirst for knowledge, striving for innovation, "I know everything," and strengthen his belief in the usefulness of constant study, learning, and professional development. Human activity, regardless of its nature and form, is carried out as a result of a certain internal aspiration, desire, inclination, that is, a motive, as a result of the realization of one or another goal. However, despite this, improving pedagogical skills is the main goal of the system of professional development of pedagogical personnel. In this case, improving, by its very nature, is to change previously formed negative habits, to prepare for the acquisition of permanent knowledge, skills, and qualifications - the main task and goal of a higher educational institution. Thus, improving the professional skills of cadets is the main goal of the system, and it is important not only to improve the activity and personality of the cadet, but also to form a balance between the implementation of the growing requirements of society for education and upbringing and personal preparation. In education, the content, forms and methods of education, the criterion for its organization are the knowledge, skills and qualifications of the listeners and their personal qualities, which are reflected in their pedagogical skills. It is these two interrelated professional characteristics that are decisive in the work of a teacher. Differentiation at each stage of continuous education is not due to desire, but to the implementation of measures based on need. First of all, it is related to its methodological, general pedagogical, psychological and didactic aspects and the training of teachers who apply them to the educational process. If, having developed its scientific foundations and not preparing teachers for it, it does not change from a mediocre approach.

Teachers working in higher education institutions emphasize that in groups you can always find strong, average and low-skilled cadets. If a teacher selects the content of educational material based on the principle of equalization, based on the strong cadet, the weak cadet's interest in this and other subjects will decrease. If a teacher relies on a poorly prepared cadet, then teachers with high and average training will lose interest in advanced training. Therefore, abandoning the principle of the average approach and taking into account the real individual characteristics of students is the need of the day.

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