

METHODOLOGY OF ORGANIZING AND CONDUCTING PRACTICAL TRAINING SESSIONS WITH CADETS

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Abstract. This article examines the methodology of organizing and conducting practical training sessions with cadets in military and law enforcement educational institutions. The analysis uses both domestic and international scholarly sources to create a comprehensive understanding of best practices which guide the design and execution and assessment of practical sessions.

Keywords: practical training, cadets, methodology, training sessions, military education, pedagogical methods, instructional design, professional development.

Аннотация. В данной статье рассматривается методика организации и проведения практических занятий с курсантами в военных и правоохранительных образовательных учреждениях. Анализ основывается на отечественных и зарубежных научных источниках с целью формирования обобщённого представления о передовых практиках проектирования, проведения и оценки практических занятий.

Ключевые слова: практическая подготовка, курсанты, методика, учебные занятия, военное образование, педагогические методы, проектирование обучения, профессиональное развитие.

Annotatsiya. Ushbu maqolada harbiy va huquqni muhofaza qilish ta'lif muassasalarida kursantlar bilan amaliy mashg'ulotlarni tashkillashtirish va o'tkazish metodikasi ko'rib chiqiladi. Tahlil mahalliy va xalqaro ilmiy manbalarga asoslanib, amaliy mashg'ulotlarni loyihalash, o'tkazish va baholashning ilg'or tajribalarini umumlashtirgan tushunchani shakllantiradi.

Kalit so'zlar: amaliy tayyorgarlik, kursantlar, metodika, o'quv mashg'ulotlari, harbiy ta'lif, pedagogik usullar, o'qitishni loyihalash, kasbiy rivojlanish.

Introduction. The preparation of highly qualified specialists in military and law enforcement institutions demands not only a solid theoretical foundation but also a well-structured system of practical training that enables cadets to develop professional competencies essential for their future duties [1]. The educational process depends on practical training sessions which provide students with their main method for turning theoretical knowledge into actual skills and professional behavior patterns [2]. The modern security system needs continuous training because its personnel face increasing operational demands which require better teaching methods for cadet education. Educational institutions need to adopt new teaching methods that scientific evidence supports in order to create and implement effective practical exercises for their students who are preparing to enter professional fields [3].

Methodology and Literature Review. The research framework of this study begins with a comprehensive review of academic research which investigates how military and law enforcement training programs develop their practical training methods. Turdiyev B.R. states that educational institutions need to establish operational frameworks which define teaching goals and choose suitable training techniques and track student progress through structured evaluation methods [1]. Baranov S.P. supports this viewpoint by demonstrating that instructors need to establish training methods which follow a specific order of educational tasks while providing students with all necessary materials and creating effective study environments which promote their engagement in learning activities [4]. Bespalko V.P. presents a systems-based viewpoint which states that educational institutions should create their practical training

activities as essential components of their educational system because all activities should support major educational objectives and help students build their essential professional abilities [5]. Biggs J. and Tang C. emphasize constructive alignment as a fundamental aspect of educational design because practical exercises need to demonstrate their connection to learning outcomes and assessment standards to achieve their educational benefits [6].

The experiential learning cycle which Kolb D.A. developed serves as a theoretical foundation which demonstrates that people learn through an educational process that requires them to first experience things then watch them being demonstrated before they create their own theories which they test through practical work which they conduct [7]. I.A. Karimov demonstrates the national educational reform process through his explanation of why practical training needs to be taught to students because he believes that professional training should develop students into specialists who can successfully complete their job responsibilities in actual work environments [8]. Slastenin V.A. explains how instructors conduct practical training sessions by showing that three key factors of teaching expertise and subject knowledge together with their capacity to develop student motivation levels determine training success [9]. The review of these sources shows that scholars reach an agreement about several basic principles which include the need for organized planning and the need for specific learning outcomes and the value of active learning methods together with field experience and instructor expertise which decides how well practical training sessions will go [10].

Results and Discussion. The investigation of published literature shows essential results which explain how to plan and execute practical training sessions for cadets. The combination of local and global scholarly viewpoints shows that successful practical training needs three connected stages which comprise preparation and implementation and evaluation [2]. The preparatory phase, as identified across multiple sources, involves the formulation of specific, measurable instructional objectives, the development of a detailed session plan, the preparation of necessary training materials and equipment, and the preliminary assessment of cadets' readiness for the practical tasks to be performed [4]. The instructor should use a teaching method which combines demonstration and guided practice with independent execution during the implementation phase to gradually give cadets more control while the instructor provides supervision and immediate feedback [5].

The evaluation phase requires the systematic assessment of both individual and collective performance against predetermined criteria, accompanied by constructive feedback which aims to reinforce successful actions while addressing identified deficiencies according to source [6]. The research produces one vital finding which demonstrates that competency-based principles must be integrated into practical session design because this method establishes direct professional training links to cadets' upcoming work duties according to their future careers [7]. The analysis demonstrates that experiential learning models lead to significant improvement in cadets' ability to learn and maintain practical skills because interactive training methods create better learning results than traditional teaching approaches which do not involve active student participation [9]. The instructor position functions as the main element since the research material establishes pedagogical expertise together with professional authority and session decision-making skills as vital components for successful practical training execution according to all reviewed literature [10].

Conclusion. The analysis conducted in this article demonstrates that the methodology of organizing and conducting practical training sessions with cadets is a multifaceted pedagogical challenge requiring systematic attention to planning, implementation, and evaluation processes. The review of Uzbek, Russian, and international scholarly sources confirms that effective practical training is built upon clearly defined instructional objectives, the application of active and experiential learning methods, competency-based session design, and the presence of well-prepared instructors capable of managing the dynamic environment of practical exercises. The synthesis of the examined literature indicates that institutions engaged in cadet education should

prioritize the development of comprehensive methodological frameworks that integrate these principles into a unified approach to practical training. The findings of this study contribute to the existing body of pedagogical knowledge by providing a consolidated analytical perspective on the key factors determining the quality and effectiveness of practical sessions in cadet training programs.

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