

EDUCATIONAL TECHNOLOGIES APPLIED IN TRAINING CADETS

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Abstract. The research study investigates various educational technologies which military training institutions and specialized higher education programs currently use to educate their cadets. The article reveals essential patterns which show how teaching methods are being updated while demonstrating the benefits and disadvantages of different educational technology methods and providing research results which show the best way to use educational technologies in cadet training programs.

Key words: educational technologies, cadet training, interactive methods, military education, blended learning, active learning, professional competence.

Аннотация. В данной статье рассматривается спектр образовательных технологий, применяемых в настоящее время при подготовке курсантов в военных и специализированных высших учебных заведениях. В статье определяются ключевые тенденции модернизации педагогического процесса, выделяются преимущества и ограничения различных технологических подходов, а также делаются аналитические выводы относительно оптимальной интеграции образовательных технологий в программы подготовки курсантов.

Ключевые слова: образовательные технологии, подготовка курсантов, интерактивные методы, военное образование, смешанное обучение, активное обучение, профессиональная компетенция.

Annotatsiya. Ushbu maqolada harbiy va ixtisoslashgan oliv ta'lim muassasalarida kursantlarni tayyorlashda hozirda qo'llanilayotgan ta'lim texnologiyalari qamrovi tahlil qilinadi. Maqolada pedagogik jarayonning modernizatsiyasi bo'yicha asosiy tendensiyalar aniqlanadi, turli texnologik yondashuvlarning afzalliklari va cheklowlari ta'kidlanadi, shuningdek, ta'lim texnologiyalarini kursantlarni tayyorlash dasturlariga optimal integratsiya qilish bo'yicha analitik xulosalar keltiriladi.

Kalit so'zlar: ta'lim texnologiyalari, kursantlarni tayyorlash, interaktiv usullar, harbiy ta'lim, aralash o'qitish, faol o'qitish, kasbiy kompetensiya.

Introduction. Higher education systems worldwide now require better quality training facilities because their modern educational systems continue to grow. The training process for cadets needs all three elements of theoretical knowledge, practical skills, and disciplinary competencies to proceed forward which creates a complex learning challenge that requires educators to select suitable educational technologies [1]. The development of modern teaching tools and methods for cadet education emerged during the last 30 years because of two things: the growth of information-communication technologies and the emergence of new teaching methods [2]. Traditional lecture-based instruction still serves as the core component of multiple educational programs but educational institutions now implement interactive learning methods which include problem-based learning and project-based learning and digital learning methods to create deeper student engagement and better student learning outcomes [3]. This requirement makes it essential to use teaching methods which can replicate actual work environments for cadet training [4].

Methodology and Literature Review. The research study uses a descriptive-analytical method to examine academic literature. Selevko further elaborates this concept by classifying educational technologies into reproductive problem-based interactive and information-based categories which require different methods to arrange educational activities as learning activities proceed [5]. The authors show that information-communication technologies which include computer-based simulation virtual laboratories and electronic learning management systems create better training results because cadets can explore complex operational scenarios in digital training environments [6]. The competency-based approach which Zeer presents as a theoretical framework shows educational technologies need to meet particular professional competency standards because this method connects teaching methods to defined student learning results [7].

Polat and his research team discovered that project-based learning technologies combined with specialized higher education requirements enabled cadets to acquire research abilities and develop independent analytical skills and learn to manage their own professional advancement [8]. Khutorskoy asserts that educational technology achieves its highest effectiveness when implemented through a complete educational framework which considers the learning requirements of students and the institutional setting and the specific needs of the profession [9]. Tolipov and Usmonbaeva present their methodological recommendations for Uzbek higher education by proposing a blended learning model which combines traditional teaching methods with modern digital technologies to create a learning environment that maintains existing educational practices while pursuing new development opportunities [10].

Results and Discussion. The examined literature shows multiple distinct patterns about how educational technologies are used in cadet training. First, both domestic and international sources reach an agreement that traditional lecture-based instruction cannot develop the complex professional competencies needed by contemporary cadets because active and interactive learning technologies need to be introduced as the essential educational development. Second, information-communication technology through computer-based simulation and electronic testing system and multimedia instructional material enables cadet training to achieve better results because it allows students to follow personalized learning paths and receive instant feedback while they practice professional situations that cannot be taught in regular classroom environments.

The competency-based approach establishes a theoretical framework which educational institutions use to choose and implement their learning technologies because educational institutions need defined professional competency standards to drive their instructional methods instead of using only new technological features. The literature identifies multiple obstacles which educational institutions face when they attempt to use contemporary learning technologies in their cadet training programs because their technical resources exist in different levels of availability and their instructors need complete training on digital teaching methods and there exists a danger of students depending too much on technology which leads to them missing out on vital social and hands-on elements of their vocational education. The present author defines a blended educational technology integration approach which needs to maintain military educational methods through their existing disciplinary requirements and mentorship practices while using digital technology and interactive learning and problem-solving methods to address specific competency shortages which cadets experience in modern professional environments which require advanced technology skills. An effective approach demands educational institutions to implement new technological instruments while they must completely change their entire academic programs and evaluation methods to achieve coordination between their available technological resources and their educational goals.

Conclusion. The review of scholarly literature confirms that modern educational technologies, when applied systematically and in alignment with clearly articulated competency requirements, have significant potential to enhance the quality of cadet training in specialized higher education institutions. Interactive, information-communication, problem-based, and

project-based technologies each contribute distinct advantages to the pedagogical process, and their combined application within a blended instructional model offers the most promising pathway toward the formation of well-rounded professional competencies among cadets. The successful integration of these technologies, however, depends upon adequate institutional support, sustained investment in faculty development, and a commitment to evidence-based pedagogical design that balances innovation with the enduring strengths of traditional military education.

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