

**PEDAGOGICAL CONDITIONS FOR TRAINING MILITARY AVIATION SPECIALISTS BASED ON EXPERIENCE QUALIFIED PERSONNEL**

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Abstract

This article reveals the pedagogical conditions for training military aviation specialists based on the experience of qualified personnel.

Keywords: military aviation, qualified personnel, aviator pilot, military pilot, pedagogical conditions, pedagogical science.

Introduction

The quality of training of specialists in modern conditions is in demand by time itself. In this regard, special requirements are placed on the system of higher military education.

Training a military aviation specialist who meets the requirements of modern society, capable of professional growth and adapted to life and work in market conditions is a multifaceted task and directly related to the quality of the educational process.

Our analysis of the echelon of articles, dissertations and monographs on the considered and related research problems showed that the training of military aviation specialists based on the experience of qualified personnel is based on two objective and interrelated trends in the development of modern pedagogical science and practice: the trend of pedagogical integration and the trend of continuity of education.

In the process of analysis, it was found that, despite the obvious interrelation of these trends, pedagogical integration to a greater extent represents a peculiar reaction, the response of pedagogical science to a subject-disciplinary complex with the inclusion of integrative academic disciplines (content integration), forms of education (organizationally -technological integration) and the development of the ability of military aviation specialists to synthesize knowledge (developmental integration).

It is quite natural that when solving the problem of improving the quality of education, special attention is paid to the most acceptable organizational forms of the relationship between pedagogical science and education, where the basis of education is formed by educational mechanisms that reflect the dialectics of mutually exclusive processes of differentiation and integration of educational content.

At the same time, studies conducted on the training of military aviation specialists (A.S. Ivanov [1], N.N. Tolibov [2]) allow us to speak about their conceptual disunity of scientifically based methodological approaches to their construction and comparative analysis in the context of specialist training military aviation.



In recent years, many researchers and practitioners have covered the issues of training military aviation specialists from the perspective of personal factors, taking into account the informatization of society, the development of innovative and digital technologies.

As part of this study, the national and foreign experience of leading aviation specialists, which is of interest to us in the framework of training qualified personnel, was analyzed. For example, specific problems of professional training of military aviation specialists are considered in terms of production and at the level of engineering fundamentals.

Taking into account the modern requirements for military aviation specialists from the objectively determined and rapidly becoming more complex system of necessary professional education, it should be noted that professional education faced the need to move from private methods to methodology, from memorizing extensive and quickly becoming outdated sensory-specific knowledge to advanced development programs of large fragments of reality at the level of concepts and categories. This is due to the fact that the conceptual foundations of education are associated with the need to move from the paradigm of matching (supporting) education to the paradigm of advanced (innovative) education and are based on modern trends in the development of the content and organizational forms of modern professional education.

That is why the increasing requirements for the structure and quality of professional knowledge, skills and abilities of military aviation specialists, associated with its special social significance, complexity, and the need to significantly improve flight safety in the context of the worsening problems of international terrorism, have significantly increased the requirements for the training of military aviation specialists.

All this indicates the relevance of the problem of training military aviation specialists, taking into account advanced pedagogical experience.

Improving the mechanisms for training military aviation specialists is based on the use of a number of principles. These include: the principle of unity, continuity, activity, objectivity, dynamism, comprehensiveness, interconnection and mutual conditionality of the content of professional education of military aviation specialists and its organizational form, based on systemic, synergetic, activity-based and dialogue approaches.

The training of military aviation specialists consists of three interrelated components: conceptual, containing a theoretical justification (concept) and the criterial base of the complex; content-based, consisting of a system of principles of professional education (advanced, integration, student-oriented, dialectical, etc.), training blocks (humanitarian, technical, computer, special); structural and functional, containing a holistic structure for training military aviation specialists, a multi-level dual-circuit system for training military aviation specialists.

This process is a complex, coordinated process of purposeful influence on the properties of the organizational structure of the pedagogical system of the higher military, carried out with the aim of maintaining the motivational-incentive, information-content, procedural-technological, reflective-analytical and resource components of the personality of military aviation specialists.

Understanding a paradigm as a generalized set of scientifically proven theoretical, methodological and other guidelines that should be used as a kind of benchmark or standard that determines how, at a given stage of development, it is advisable to approach the concept of “professional responsibility of a specialist,” including in solving relevant pedagogical problems his professional education, this study proposes to use a metaphysical polyparadigm approach to the training of military aviation specialists based on the use of advanced pedagogical experience.



The mechanism for training military aviation specialists consists of three interconnected and sequentially executed components:

motivation as a unity of opposites of external (situational) and internal (dispositional) motives of learning;

orientations as procedural, technological and organizational components of teaching;

reflection as a reflection of the consistent movement of cognition from the sensory to the logical stage in accordance with three types of analysis and synthesis of educational material (direct, reciprocal and structural-genetic).

The effectiveness of training military aviation specialists is ensured by implementing the following pedagogical conditions: the use of a combination of the dialogue method and the method of creative projects, a reflexive system for organizing the collective activities of military aviation specialists, the predominant use of emotionally rich training tools, taking into account the individual interests of military aviation specialists, carrying out activities to improve the level of knowledge military aviation specialists on effective means of training to maintain performance, planning the training process for military aviation specialists taking into account the organization of training flights, taking into account the individual capabilities and functional state of military aviation specialists, carrying out activities aimed at increasing the level of methodological preparedness of military aviation specialists, creating a permanent system monitoring the training of military aviation specialists.

It should be noted that the pedagogical mechanisms for training military aviation specialists are developed, operate and develop on the basis of a research concept aimed at generalizing and systematizing the principles used, formulated patterns, concepts and terms, in order to ensure scientific character, integrity and justification of the pedagogical theory, based on many years of experience advanced aviation specialists.

In the process of research, it seems advisable in the training of military aviation specialists to include the following characteristics of the manifestation of his character in general as the main capabilities of an individual: respect, intelligence, punctuality, accuracy, responsibility, commitment, discipline, morality, the skill of standard and correct speech, optimization of visual activity based on implementation of the skill of forming a reliable image of the surrounding situation, will, self-discipline, concentration, composure, focus, self-development, self-improvement, skill, stress resistance, healthy lifestyle.

Based on the above, in order to train aviation specialists, allowing the responsible specialist to effectively carry out professional activities during the established working hours, the following paradigm should be taken as a basis: the natural limitations of the individual must be compensated both in professional and in everyday social life by appropriate opportunities that are formed and improved by him consciously throughout his life. This educational paradigm for the training of military aviation specialists is based on modern scientific knowledge about the individual, the implementation of which should result in safer and more cost-effective professional activities of military aviation specialists; innate basic instincts, social behavioral reflexes (conditioned and unconditioned) and professional behavioral reflexes (conditioned), formed at the stages of vocational education.



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