



**PEDAGOGICAL TECHNOLOGY IN THE EDUCATIONAL PROCESS OF  
"MILITARY EDUCATION BEFORE THE DRAFT"**

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**Annotation**

To Khasanov's article "Pedagogical technology in the process of teaching academic course "Until military education" studied questions incoming in the academic process of pedagogical technology on preparing the specialists until military education in the specialized faculties of the higher humanitarian schools.

**Keywords and phrases:** pedagogical technology, innovation, militarism skillful, conception, motivation, methodology.

**Резюме**

Изучены вопросы внедрения в учебный процесс педагогических технологий при подготовке специалистов по допризывному военному образованию на специализированных факультетах высших гуманитарных образовательных учреждений.

**Ключевые слова и выражения:** педагогическая технология, инновации, воинское мастерство, концепция, мотивация, методология

**INTRODUCTION**

One of the urgent problems of pedagogy at the modern stage of the development of public education of the Republic of Uzbekistan is the training of highly qualified scientific and pedagogical personnel for all levels of the educational system. It assigns responsibility to the pedagogical team of specialized faculties for the formation of deep knowledge and practical skills in students for their future professional activities, and sets great demands on specialists in military education.

In the system of higher humanitarian educational institutions, it is related to solving the problem of joining forces on the modernization of scientific developments aimed at training personnel for military education before the draft, introducing new modern innovative technologies into the educational process, and improving the quality of graduates of the faculty of military education before the draft, experts in this field, who are considered future pedagogical personnel. provides an opportunity to improve theoretical and practical training.

According to many authors, the monitoring of the maturity of the professional-pedagogical skills of a military education specialist before the next call will reach its necessary level of improvement after 7-8 years of pedagogical activity in educational institutions.



Progressive changes taking place in society advance various components of professional education, its structure is improved, new innovative teaching technologies, methods and forms of educational content implementation are introduced. Undoubtedly, special order higher educational institutions are tasked with developing effective methods of training in the educational process that lead to the improvement of the quality of professional knowledge, qualifications and skills of military education specialists during the specified study periods until the next call.

A full range of information is necessary for a teacher of military education, because he needs to organize his professional activity on the basis of theoretical and political knowledge in the field of military technology, military doctrine and informatics, and show high creativity in various areas of professional activity determined by the knowledge and information reserve.

The professional-pedagogical orientation of the teacher unites his ideals, interests, material self-interest and demonstrates his professional level based on the real possibilities of matching the personal qualities of the teacher, the requirements of the educational process.

The practical activity of the pre-service military education teacher in training teenagers to serve in the Armed Forces relies more on the study of the general states of the theory of cognition and the movement of people around them. In studying the advanced experience of practical work with pre-conscription age, based on the theoretical foundations of pre-conscription military training, the general conditions of training and upbringing, psychological preparation are formed, and the effective model, algorithm and technology of the upcoming military service are described.

It is known that the subject of "Military education before the draft" forms and develops high will-psychological, intellectual, physical and combat qualities, military skills, which are necessary for training and education, the laws of psychological training, and high combat readiness.

The main pedagogical tasks in the training of specialists in military education before the draft include:

- to study the essence, laws and features of the pedagogical process;
- taking into account the changes in the life of society and the Armed Forces, creating an effective concept of educating students of the specialized faculty;
- development of teaching and training processes, forecasting of voluntary and psychological provision of daily and combat activities in the future;
- to justify the content, methodology and laws of self-improvement of students and to create conditions for their motivation and interest;
- development of the theory and practice of formation of the pedagogical culture of a military education specialist before the next call.

The methodological basis of pre-draft military education is the regulation on the role of the will-psychological factor in the Armed Forces and the essence of education.

In the process of training specialists in military education before the draft, the main tasks are distinguished:

- creating conditions for self-realization (showing) of students in terms of physical training;



introduction of innovative technologies of education and upbringing into the educational process.

Based on the requirements for the modern pedagogical technology of teaching, it is recommended to introduce additional sections of health-oriented physical improvement, sports-health and practical movement improvement into the pre-draft military education program.

The introduction of new pedagogical technologies of teaching into the educational process helps to improve the pedagogical skills of the military education teacher in solving pedagogical tasks with the improvement of in-depth professional knowledge, skills and abilities in various fields of pedagogical activity.

Among the modern technologies, the technology of modular-targeted approach to the organization of sports-practical training is of particular importance. Such an approach implies the creation of different teaching models according to the level.

The purpose of physical training is to form young men's physical and psychological readiness for successful implementation and use of physical capabilities, fighting methods, and to ensure high work ability during military service.

A scientifically based program for the experience-based professional-practical physical training of students of the I-II stage of military education faculty of humanitarian higher educational institutions, its goals and tasks ensure the correct choice of methods and means of physical improvement of students during their studies. In accordance with the requirements of the physical training program, during the training of the students of the faculty of military education, the department of professional-practical physical training is divided into two separate annual cycles. Here, general physical training aimed at increasing movement readiness is carried out in the first phase, and in the second phase, the cycle consists of 4 blocks.

The first block is focused on the development of general endurance. Modular training implies a methodical management of various activities of professional activity and a process of pedagogical technology that includes information and teaches the ability to work independently with the proposed program. 70% of the total time allocated to this block. Duration - consists of 2 months or 8-week microcycle.

The second block - the development of strength and power endurance - 70% of the total time allocated to this block. Duration - consists of 1 month or 4-week microcycle.

The third block - Development of speed, speed qualities - 80% of the total time allocated to this block. Duration - consists of 1.5 months or 8-week microcycle.

The fourth block - development of movement coordination and agility - 70% of the total time allocated to this block. Duration - consists of 1.5 months or 6-week microcycle.

Modular training aims to adapt the person to individual needs and provide him with a basic level of training. In modular teaching, the pedagogue performs the functions of information and control, and also advises and coordinates the actions of students.

When using the principle of modular training, it is possible to make corrections during the course of the training process without violating its unique content.

Based on the dynamics of student training indicators, model descriptions of training in basic sports disciplines were developed in the III and IV stages. Then, the appropriate growth sizes of the load, the



structure, content, methods, forms of professional-practical physical training, that is, the model of the process of professional-practical physical training, were determined. This model ensures the realization of the goal. The main composition of the general and special preparations was regulated and the dynamics of their effect was modeled according to the periods and stages of microcycles.

According to the structure of the educational process, two preparatory microcycles were divided. They corresponded to academic semesters in duration. Each microcycle consists of three blocks - mesocycles with a strong training effect lasting 6-8 weeks.

The first block-mesocycle (supplementary, special-training) is directed to the development of basic qualities (aerobic endurance and maximum strength), mastering the basic elements of the technique.

The second block - mesocycle (modifying, special training) is aimed at developing students' strength endurance and increasing the level of technical and tactical training.

The third block - mesocycle (executive) is designed to increase and demonstrate special work ability in the conditions of direct structural - combat training, training - combat practice.

The optimal ratio in the development of these qualities ensures high performance in various military activities. The clear duration and consistency of block mesocycles implies a smooth transition from priority use of one load to intensive use of another.

Block-module training system scheme was used in the process of experimental testing of the developed professional-practical physical training stage of military education faculty students before the call-up.

Four modules are defined, divided into two blocks of one semester each. The blocks were aimed at the development of general, special and professional - practical physical training. The volume of physical loads in each educational block, the tools used and the duration of their appropriate use were determined.

In the course of training, modules are created according to the scheme of joint and consistent organization of training load planning. Consistency here means the introduction of professional - practical physical training tools in a strict order and in turn. Priority professional-practical physical training tools were used, and the increase in the volume of loads that exert an exercise effect on the student's body was taken into account. Consistency in the use of professional-practical physical training tools provides the necessary functional ground, on the basis of which the effect of physical loads, which gradually increase in volume and intensity, is realized.

It was shown that the professional-practical physical training program of the students of the faculty of military education consists of two double annual cycles. For students of the I and II stages, the main direction was to improve general physical fitness using the block-module system. The first block focused on the development of endurance movement quality, the second on improving strength capabilities, the third on improving speed and speed-power qualities, and the fourth block on developing coordination skills and agility.

The science-based program for students of the III and IV stages was built on the basis of a block system, which consists of the following mesocycles: the first is a filler; the second is a modifier; the third is the implementer.

A professional-practical physical training program based on the block-stage principle ( $r < 0.05$ ) is more effective than the traditional education system of pre-draft military education faculty students and can be used in the higher education system.



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