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## **ANALYSIS OF INTERNATIONAL EXPERIENCE IN IMPROVING THE SYSTEM OF TRAINING MILITARY EDUCATORS**

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### **Аннотация**

Ушбу мақолада ривожланган хорижий мамлакатларда ҳарбий таълим тизимидаги муҳим хусусиятлари, олий ҳарбий ўқув юртлари ўқитувчиларига қўйиладиган асосий талаблар ҳамда профессор-ўқмиувчмларнинг тайёрлаш ва малакасини ошириш босқичлари баён этилган.

**Калит сўзлар:** ҳарбий таълим, ҳарбий педагог кадрлар, олий ҳарбий таълим муассасалари, педагогик фаолият.

### **Аннотация**

В данной статье описаны важные особенности системы военного образования в развитых зарубежных странах, основные требования к преподавателям высших военных учебных заведений, этапы подготовки и повышения квалификации профессорско-преподавательского состава.

**Ключевые слова:** военная подготовка, военно-педагогический состав, военно-учебные заведения, педагогическая деятельность.

### **Annotation**

This article describes the important features of the military education system in developed foreign countries, the main requirements for teachers of higher military educational institutions, and the stages of training and professional development of professors.

**Keywords:** military training, military teaching staff, military educational institutions, pedagogical activity.



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The main focus on improvement and modernization of military education on the basis of state educational standards requires bringing the system of military education to a new level. In fact today's conditions created in the military education system, modern changes, can increase the need for a skillful military educators who can take advantage of all opportunities, a master of his profession, thoroughly master the secrets of the military field in every way, develops himself and can use his abilities and opportunities to the fullest, demanding in relation to himself and his military activities.

Military training is a system of personnel training for various branches of the Armed Forces, military units and special forces, and this term means a systematic collection of knowledge and skills in fundamental and special military disciplines necessary for the practical activities of officers and other military personnel [5].

The education system in our republic is always under the attention of the head of state. During the past period, complex organizational and legal measures are being implemented to organize an effective preschool education system aimed at ensuring the formation of a healthy and comprehensively developed generation, and to carry out deep reforms in this area. This is reflected in the decisions and decrees of the head of our state, as well as in regulatory documents.

Science, education and upbringing are the cornerstone of modern development and the force that makes the country powerful and the nation great [4]. It is no exaggeration to say that these words of the head of our state are a beacon and a firm motto of the radical modernization of the Uzbek national education system.

After all, reforming the education system formed in our country during the years of independence on the basis of advanced foreign experience, international standards, as well as our national historical experience, traditions and values, which have been polished for centuries, has become an acute demand today. It is known that although the Law "On Education" created twenty years ago (1997) served as a legal regulation of important social relations in its time, it is not necessary to solve the issues of social life based on innovative development, digital economy and electronic communication, which is placed on the quality of education failed to fulfill its mission of being the legal basis for providing the current requirements.



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Naturally, in modern times, modern standards and models of education and upbringing of the young generation have changed. They have the opportunity to get knowledge, information, and other information affecting their lifestyle not only in the family, school, and higher education institution, but also from the global virtual information space, the Internet and social networks, the press, radio, television, and other sources. It is absolutely impossible not to take this reality into account when organizing education and training.

Based on the above situation, a new law "On Education" was developed and adopted by the Legislative Chamber of the Oliy Majlis on May 19, 2020. It was approved at the sixth plenary session of the Senate on August 7 of this year [1].

Also, according to 35 points of the state program for the implementation of the development strategy of New Uzbekistan for 2022-2026 in the "Year of glorifying human dignity and active neighborhood", the following is specified:

- a system of determining the uniform rules of the training system aimed at developing the necessary skills of all levels of managers and employees on the basis of the principle of "life long learning" (Life Long Learning);
- continuous qualification improvement and professional development of the civil servant of the state is defined as an important condition for serving the civil service[2].

According to the Annex 3 of the decision of PD-10 of the President of the Republic of Uzbekistan dated January 20, 2023 "Road map of comprehensive measures to increase the level of personnel capacity in internal affairs bodies" specifies a number of tasks:

Starting from the 2024/2025 academic year, taking measures to establish an educational process aimed at the purposeful training of scientific and pedagogical personnel for internal affairs bodies in the specialty "scientific-pedagogical activity" at the master's degree of the Academy of the Ministry of Internal Affairs. This includes the following requirements:

carrying out the selection in this specialty from among the employees of internal affairs bodies with a basic higher legal education with at least two years of practical service experience;



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To give the right to enter the master's degree in this specialty without selection for the graduates who completed the bachelor's education course of the Academy of the Ministry of Internal Affairs with honors, and to oblige them to engage in continuous scientific and pedagogical activities for at least three years in the educational and scientific institutions of the internal affairs bodies.

Establishing a system of retraining and professional development of pedagogic personnel of educational and training institutions of internal affairs bodies at the Academy of the Ministry of Internal Affairs, taking into account the following measures:

internal affairs bodies determine the procedure for retraining and continuous professional development of pedagogic personnel of educational and training institutions;

development and approval of educational programs and plans taking into account modern pedagogical technologies and advanced teaching approaches;

measures have been developed to introduce the practice of attracting highly qualified specialists of local and foreign leading educational and training institutions to the educational process on the basis of a contract [3].

Implementation of a comprehensive approach to the training of military teams in the training of military personnel, if the rules and conditions of each function of the pedagogical process are observed, the organization and conduct of the personnel training process is carried out in accordance with the requirements of the military policy of the state, with the orders and instructions of the command. Innovative approaches to the development of the educational system and the study of the experience of developed countries are one of the effective methods. In this article, we looked at the training system of military pedagogues of some developed countries. One of the important features of the military education system in developed foreign countries is the organizational feature. This process includes:

- approaches to the selection;
- the system of teacher training and professional development;
- the only requirements for professors-teachers depending on their professional activity;



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- implementation of educational programs of higher military educational institutions in the country together with state educational institutions.

An important feature of pedagogical activity is that the teachers of foreign higher educational institutions have a high social status (the status of a senior civil servant), reliable social protection, and a guaranteed permanent job with a high salary.

According to Western military experts: the training programs of the military units of the armed forces, special forces and educational institutions differ in terms of content and duration, based on this, in order to effectively solve their current issues, using the common, scientifically based, best educational resources for the member states of the NATO military bloc emphasize the need to establish a unified language training system for students and teachers.

The main military educational institutions of the member states of the NATO bloc are: universities (for example, in the USA - National Defense University), colleges (for example, in the USA - Army College), schools (for example, in Italy - Air Force School) and institutes (for example, in Great Britain - ground forces general training institute).

The study of quantitative and qualitative indicators of professors and teachers in foreign higher military educational institutions shows that the number of certified employees and free recruits is equal, sometimes the number of free recruits is more, for example, in the USA the teaching staff is mainly free recruits - former military servicemen. However, the heads of departments and general military subjects are appointed from military personnel.

The current requirement for teachers of foreign higher education institutions is that they have a broad world view. Therefore, in the universities of the USA, Germany, and France, about 40% of the study time is devoted to the study of humanities. The educational programs of the universities include in-depth study of history, political science, psychology, philosophy, sociology, law, economics, literature, world culture and art, foreign languages, leadership and management theory [6].

An important requirement for candidates appointed to the position of a university teacher is: military and pedagogical experience in the relevant field, as well as mandatory regular training.



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Thus, the main requirements for the professional and personal qualities of teachers of foreign higher military educational institutions are as follows:

- presence of scientists with a scientific degree;
- wide world view;
- humanitarianism;
- in-depth knowledge of pedagogy and psychology;
- the ability to manage learners;
- high-level professional training, including military professional training for civilian teachers;
- rich military experience, including: participation in local wars and armed conflicts;
- constant personal and professional self-improvement;
- active participation in scientific work;
- diligence in forming the ideas of western democracy among students.

It is worth noting that applicants for teaching positions in educational institutions: officers from the army and teachers of civilian educational institutions must undergo additional training and have a diploma of a teacher of a higher military educational institution.

Currently, we can observe that the role and purpose of educators is changing in modern foreign universities: that is, not as the main source and carrier of knowledge, but the manager is being turned into a teacher to work with various information sources of educational problems during the students' activities. As a result, more attention is paid to the professional training of educators and their social status is increased.

Thus, the state of the military personnel education system in developed foreign countries is multi-level and multi-cycle. Professional and professional training of educators and scientific-pedagogical requirements are increased from level to level, so their qualification development includes several stages, for example, in the USA - 4 stages.

The first stage (40 hours) - teacher training includes:

- studying the principles of adult education;
- personal education philosophy;
- teaching theory;





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-characteristics of creative thinking.

Second stage (6 months) – for developers of educational courses;

-characteristics of training courses and their teaching methodology;

- professional competence of the educator;

- method of evaluation of educational process.

Successful completion of Phase I and Phase II programs qualify for training at the US Army Command and General Staff College.

The third stage (up to 1 year) is the management of curriculum changes. This step is mandatory for editors and authors of textbooks, manuals and educational materials.

The fourth stage of preparation (up to 1 year) is professional development. Training course - for future and current leaders of educational institutions, leading experts from military and civilian institutions and the Ministry of Defense are involved in the organization and management of this training course.

For quality professional training and self-education of teachers of foreign state educational institutions, the educational load is reduced and favorable conditions are created for them. The successful pedagogical activity of teaching is supported by the optimal number of classes.

Taking into account the above, we can draw the following conclusions during the analysis of the professional training of professors and teachers of foreign military educational institutions:

- establishing a commission consisting of professors of a higher military educational institution for employment related to pedagogical activities and accepting the personnel recruited by them based on the evaluation system, observing transparency, demandingness, and principles[7];

- to ask theoretical questions by the commission with young personnel who expressed a desire to work in pedagogical activities on their specialty and chosen future direction and evaluate them based on the point system;

- military service scientists with academic degrees and titles, military practical experience, rich pedagogical experience and those who participated in modern wars and armed conflicts are appointed to leadership positions with preference;



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- the initial selection of teaching candidates starts from the cadet period, as well as from the ranks of officers who have the inclination and ability for pedagogical activity from military units;
- changing the role and purpose of teachers: turning from the main source and carrier of knowledge to a manager to a guide;
- candidates for the teaching position of a military educational institution must undergo compulsory general pedagogical training according to the direction of the educational institution and the department, graduates of civilian educational institutions must undergo initial retraining;
- attract leaders and leading scientists of other civilian and military educational institutions to conduct training, retraining and advanced training courses for pedagogic personnel;
- to increase the importance of methodological, scientific, informational and educational support in the professional training, retraining and qualification improvement of university professors;
- assessment, generalization and formation of creative thinking of students, as well as using the experience of armed conflicts and modern wars in training, retraining and improving the qualifications of professors and teachers of higher educational institutions;
- encouraging professors and teachers to increase their level of professional training and create favorable conditions for self-improvement;
- compulsory training of newly appointed teachers and practice managers in training departments of higher education institutions in the formation of their professional knowledge.

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