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**PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF TRAINING CADETS  
FOR ACTIONS IN COMBAT WITH THE USE OF FIREARMS**

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**Abstract**

*This article discusses ways to achieve maximum effect in preparing future specialists for possible upcoming actions in extreme situations requiring the use of firearms. In this regard, the article presents a methodology for conducting comprehensive fire training classes based on the application of the method of modeling the professional activities of military personnel using firearms in extreme situations, as well as the pedagogical conditions and psychological support necessary for its effective use.*

**Keywords**

*training of cadets; actions in extreme situations; use of firearms.*

Relevance. Preparing cadets - future officers for professional actions using firearms today remains one of the important areas of activity of educational organizations. Actions in extreme situations involving the use of firearms in the context of countering extremism and terrorism require the formation of moral and psychological readiness for their implementation.

According to the competency-based paradigm of modern higher education, which has put forward a number of fundamental practical problems for educational practice, the goal of training specialists is to form their readiness to competently solve complex professional problems, to carry out professional activities in accordance with their developed abilities, as well as the formation of skills and desire to learn and improve in the process of such activity.

However, even today, many aspects of these problems remain insufficiently studied, they require research, experimental work and substantiation of proposals that allow educational organizations to train qualified specialists capable of carrying out professional activities in accordance with the needs of society, the state, and the individual, which is what they pay attention to F.U. Umarov[1, p. 12], N.N. Tolibov[2, p. 11] in their scientific works.

One of these aspects is the organization of effective training of cadets of educational organizations for actions in extreme situations requiring the use of

firearms, using innovative methods for conducting fire training classes, as well as psychological support for classes.

In this regard, the purpose of this article is to present a methodology for conducting comprehensive fire training classes based on the use of a method for modeling the professional activities of cadets using firearms in extreme situations, as well as the necessary pedagogical conditions and psychological support for this.

In our research, we use not only a competence-based, but also an integrative approach, which gives its results a certain scientific novelty. According to the competency-based approach, we specify the goals of training future specialists to ensure their abilities and readiness to use firearms in extreme situations in accordance with established competencies.

However, training cadets for actions in extreme situations with the use of firearms cannot be limited exclusively to fire training classes; it must include a set of psychological and pedagogical procedures, the result of which is the formation of the necessary competencies. After all, any competence “unlike subject knowledge and skills, has an integrative nature, it is not reducible to a mechanical sum of knowledge and methods of action acquired in the process of studying subjects”[3, p. 8], and therefore “the organization of effective training in shooting from personal weapons is necessary build on interdisciplinary relationships of psychological, psychophysiological, pedagogical patterns of formation of shooting skills and abilities”[4, p. 4]. Developing this position, we consider not only interdisciplinary connections, but also a holistic integrative process of forming established competencies.

Presenting the methodology for conducting comprehensive fire training classes based on the application of the method of modeling the professional activities of cadets with the use of firearms in extreme situations, it is important to note:

1) the methodology is based on interdisciplinary integration, since this is what leads to the practical application by cadets of the knowledge, skills and abilities acquired in the process of studying the following disciplines: “Fire training”, “Special tactical training”, “Military pedagogy and psychology”, and other;

2) when developing the methodology, it was taken into account that in organizing and conducting fire training classes, the methods used are determined by the training tools used, which are specially equipped stationary shooting ranges, training grounds, interactive and optical-electronic simulators; training weapons - pistols, machine guns, ammunition for them; soundproofing means and more.

Training methods will depend on where and with what weapons the shooting training is carried out. Of the training methods possible for use, we consider the most effective method for developing and testing the methodology to be the method of simulating the professional activities of cadets using firearms in extreme situations. The use of the developed methodology in organizing and conducting fire training classes allows you to use the advantages that are created by interdisciplinary integration. This leads to the fact that teachers have new opportunities in setting and solving problems that ensure the formation of a holistic personality of a student studying a certain discipline, and in increasing the efficiency of its study by using the emerging feedback loop and directing the learning process in the direction of the upcoming professional activities of future specialists[5, p. 171].

Thus, interdisciplinary integration in modeling the professional activities of cadets using firearms in extreme situations during fire training classes allows one to acquire and consolidate knowledge of the use of firearms in extreme conditions (integration of the disciplines "Military Pedagogy and Psychology", "Tactical-Special Training", "Fire training" and others). In addition, complex classes develop and consolidate the skills of valid application of acquired knowledge when solving official tasks related to the use of firearms in extreme situations, skills of effective and appropriate use of weapons in extreme situations (integration of the disciplines "Fire training", "Tactical and special training", "Military pedagogy and psychology" and others).

To conduct complex fire training classes based on modeling the professional activities of cadets using firearms in extreme situations, the developed methodology may include the following step-by-step techniques:

Stage 1: preparatory exercises for firing a shot when conducting high-speed shooting in extreme conditions, during which the skills of removing a weapon from a holster, methods of holding (grips) a weapon are practiced, training is carried out on aiming in difficult conditions, breathing control, and decocking.

Stage 2: training in taking positions with one and two hands from standing, lying and other positions, as well as training in taking positions using natural shelters.

Stage 3: learning to shoot while moving and in the presence of interfering factors.

Stage 4: performing exercises with the inclusion of extreme (psychotraumatic) factors that require special actions and affect the effectiveness of shooting (sound, light, interfering with movement and shooting, complex, etc.).

Stage 5: performing special exercises, including firing after reloading the weapon, simulating a wound, delays in shooting, firing a shot in advance and leaving the line of fire, and more.

Stage 6: complex high-speed shooting exercises performed under increased physical and psychological stress in simulated extreme situations.

The success of conducting comprehensive fire training classes based on modeling professional activities with the use of firearms in extreme situations is largely determined by how effective the psychological support classes are in preparing cadets for these actions.

The success of conducting comprehensive fire training classes based on modeling professional activities with the use of firearms in extreme situations is largely determined by how effective the psychological support classes are in preparing cadets for these actions. The significant role of psychological support in preparing cadets for the use of firearms is evidenced by domestic[6] and foreign experience in police training[7]. Thus, in English-speaking countries, the result of police training should be readiness for deadly force, that is, firing to kill, the use of lethal force. To achieve this result, there are psychological services in the United States of America[8], Great Britain[9], Canada[10], New Zealand[11] and others.

The results of the analytical work show that for the effective formation of established competencies in the process of preparing future specialists for actions in extreme situations with the use of firearms, the necessary pedagogical conditions must be created.

As the first condition, we define the targeted use of opportunities that are created:

- 1) acquisition of theoretical knowledge in the field of morality, morality, psychology, sociology and others (moral and psychological preparation);
- 2) the formation of skills and abilities necessary to ensure physical readiness to effectively solve the problems of professional activity with the use of firearms (physical training);
- 3) acquisition of special knowledge, abilities, and skills that determine readiness to use special means (special tactical training);
- 4) acquisition of knowledge, development of skills and abilities in the use of standard weapons by cadets (fire training).

The second pedagogical condition is the gradual formation of established competencies, ensuring continuity in the course of fire and moral-psychological training of cadets for actions in extreme situations with the use of firearms, which is

explained by the difficulties that arise in the process of adaptation of cadets to the implementation of actions related to the use of firearms.

Conclusion:

The study of the psychological and pedagogical aspects of preparing cadets for actions in extreme situations with the use of firearms in the competency-based education paradigm allowed us to formulate the following conclusions:

1. The preparation of future specialists for the competent, effective and coordinated use of firearms should include a set of psychological and pedagogical procedures, the result of which is the formation of established competencies at the required level.

2. The maximum effect in preparing cadets for possible upcoming actions requiring the use of firearms is achieved in the pedagogical conditions created for this, using the advantages of interdisciplinary integration.

3. There are the following advantages (consolidation of knowledge of the use of firearms, skills and abilities of coordinated use, knowledge gained in solving work tasks related to the use of firearms in extreme situations, training in the perception of extreme conditions and overcoming the psychological difficulties characteristic of them).

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