

## REQUIREMENTS FOR PSYCHOLOGICAL AND PEDAGOGICAL TRAINING OF CADETS OF HIGHER MILITARY EDUCATIONAL INSTITUTIONS

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### **Annotation**

*The article formulates the features of psychological and pedagogical training of cadets of higher military educational institutions, as future officer-educators. The specifics of their activities with subordinate personnel are considered.*

### **Key words**

*psychological and pedagogical readiness, moral and combat qualities, officer-educator.*

In military pedagogy, a system of basic concepts and categories has developed that reflect various aspects of the military pedagogical process for training military personnel and military teams. Such concepts and categories include: education, re-education, self-education, training, self-education, development, psychological training, military pedagogical process, pedagogical activity and more [1]. In modern military pedagogy, training is a purposeful, systematic and organized process of equipping military personnel with the knowledge, skills and abilities necessary for them to successfully perform everyday and service-combat tasks. Closely related to this concept in military pedagogy is the definition of the essence of self-education, which is understood as a purposeful pedagogical process of independent activity of military personnel to acquire, deepen and improve sociocultural and professional competencies.

The concept of “development” is understood as a purposeful pedagogical process of functional improvement of the mental and physical activity of military personnel in accordance with the nature of the tasks they solve and the conditions of military service.

Psychological training is a psychological and pedagogical category that denotes a purposeful pedagogical process of developing in military personnel such characteristics of mental processes and personality traits that they need to successfully perform professional tasks in any combat situation [2].

The active interconnected and interdependent pedagogical activity of teachers and students constitutes the military pedagogical process. In modern conditions, it represents, on the one hand, the organized and targeted educational activities of commanders and bodies working with personnel in the training, education, development and moral-psychological preparation of military personnel, and on the other hand, the activities of the military personnel themselves and military teams in mastering sociocultural and professional competencies, developing high moral and combat qualities, developing military professional skills and psychological readiness for successful combat operations.

To a certain extent, the military pedagogical process also includes specific activities for re-education, self-education and self-education of the personnel of a unit, unit, i.e. pedagogical activity.

In connection with the above, let's analyze each of the fundamental areas separately: military pedagogy and military psychology.

In our opinion, military pedagogy as a science solves the following problems[3]:

- explores the essence, structure, functions of the military pedagogical process; studies the problems of organizing and improving the educational process in military educational institutions;

- develops effective forms of organizing the military pedagogical process and methods of influencing military personnel and military groups;

- promotes the humanization of the military pedagogical process and military service;

- substantiates the content and technology of training, education, development and psychological preparation of military personnel;

- identifies patterns and formulates principles of education and training of military personnel; substantiates the methodology of psychological training of personnel, taking into account the specifics of the types and branches of the military; develops the content and methodology of self-education and self-education of military personnel;

- explores the features and content of the activities of a military teacher and the ways of formation and development of his pedagogical culture and skills;

- develops a methodology for military pedagogical research, generalization, dissemination and implementation of advanced training and education experience;

- gives scientific recommendations on the creative use of the historical heritage of military pedagogy.

From the point of view of military psychology, among the personality qualities of an officer that contribute to his successful activities, a significant place is occupied by socio-psychological and psychophysiological traits, features of mental processes, states and personality traits.

In order to answer the question of what it is necessary to psychologically prepare cadets of higher military educational institutions, it is necessary to analyze the general requirements that military activity places on the personality and psyche of a person.

In modern combat, a soldier is exposed to various stimuli that create a chain of stressful situations. Such conditions can cause a state of tension, fetter mental activity, disrupt coordination of movements and actions, distort the assessment of information about the situation, time, space, reduce the speed and accuracy of reactions, the productivity of memory and thinking [4].

To successfully complete tasks in combat, a future officer must have a whole range of socio-psychological and psychophysiological qualities, among which are:

- high responsibility for the assigned work, discipline;
- composure; resistance to stress; accuracy and speed of reactions;
- stability of coordination of movements and actions.

Mental qualities are also important:

- memory productivity;
- high speed of memorization, recall and accuracy of reproduction;
- flexibility and sharpness of thinking and others.

The functional reliability of the human psyche and its stability in battle largely depend on the degree of expression of the above and a number of other socio-psychological and psychophysiological qualities. Hence, one of the tasks of psychological training of cadets is the formation of functional mental reliability, stability of mental processes [4].

The ability to withstand real and imaginary danger, to overcome negative feelings and states through volitional efforts is called emotional-volitional stability.

It allows a person to control his feelings, maintain composure, and perform appropriate actions in the most critical situations. The formation of emotional and volitional stability is one of the important tasks of psychological training of military personnel, including cadets of higher military educational institutions.

Based on the analysis of the officer's professional activity, it can be argued that it is advisable to build the psychological and pedagogical training of future officers in the following interrelated areas:

to act as a fighter who, during an armed confrontation, will be able to really demonstrate his military-professional competencies;

management of the behavior of military personnel and military groups during daily service and in combat;

to the organization of training and education of personnel.

Each of these areas is designed to develop in cadets, along with moral, combat, certain psychological and pedagogical qualities that contribute to the successful professional activity of an officer.

### Conclusion

Summing up the results of our research, we can confidently state the fact that many studies have identified the characteristics of the activities of the educator (teacher) and the requirements for the psychology of his personality. The results of pedagogical influences usually do not appear immediately, but after a certain time. The activities of a military teacher are creative in nature and presuppose the need to systematically reconstruct one's actions and behavior in accordance with changing conditions. A necessary quality for an officer is psychological and pedagogical observation. It is also important that the officer constantly strives to obtain socio-psychological information, taking into account which educational and managerial decisions are made, because educational influence is optimal only when the individual is not taken in isolation, but in a system of connections and relationships with the environment.

Commanders (chiefs) of cadet units and teachers of higher military educational institutions should see one of their tasks as pedagogically and psychologically preparing graduate officers - future defenders of their Motherland for firm and skillful management of personnel. For these purposes, special attention is paid to the strong-willed training of cadets, the formation of the necessary leadership qualities in them: high responsibility, developed tactical thinking, determination, firmness.

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