

THE MILITARY-PROFESSIONAL DEVELOPMENT OF CADETS IN THE  
CONDITIONS OF A HIGHER MILITARY EDUCATIONAL INSTITUTION

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**Abstract:** The article examines the problem of personal and professional development of cadets of the Higher Military Aviation Academy of the Republic of Uzbekistan. The military professional activity of the future officer working in the field of military aviation requires a number of important characteristics from the cadet, including a highly developed, stable military service motivation formed during the period of study at the Higher Military Educational Institution. The presence of a high level of military professional orientation and educational and professional motivation ensures good adaptability, military-professional development, and the realization of psychological resources of the future military professional. In addition, the article briefly reviews the theoretical views on the content of the concepts of "professional development" and "professional formation" from the point of view of the personal development of a military serviceman

**Keywords:** professional development, cadets of the higher military aviation school, military career path, personal qualities, education and professional motivation.

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In the modern conditions of unstable geopolitical situation, the problem of improving the quality of military professional training of officer personnel is of particular importance. A distinctive feature of the organization of military education is how well it corresponds to the state policy in the field of state security, defense and education, as well as the modern level of development of military science and technology. In our opinion, it is necessary to ensure a high level of professional training of future officers during their studies in higher military educational institutions, so that they can successfully and effectively perform the duties assigned to them in the army.

By professionalization, we understand the integral, continuous process of the formation of a professional personality, which is manifested by the specific aspects of its organization that is, having a sequence, stages, phases that differ from each other in terms of content and dynamic characteristics [1]. There are many views related to the process of professional development of a person (E.A. Klimov, T.V. Kudryavtsev, V.D. Shadrikov, N.V. Kuzmina, L.M. Mitina, T.K. Yadrishnikova, etc.). V.D. According to Shadrikov, the entire process of professional development can be divided into three stages. Direct formation of professional competence takes place during professional development.

In the teachings of Eastern thinkers, along with education and upbringing of boys and girls, the idea of vocational training also occupies an important place. It

can be seen that the issues of career choice and career guidance are not new today, but are being studied as an age-old problem. In particular, the problem is thoroughly researched in the works of Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali ibn Sina, Jami, Ahmad Donish, Davani and others [2].

T.V. According to Kudryavtseva, the professional development of a person is divided into four stages, one of which is the process of professional education, that is, the purposeful preparation for the chosen professional activity during the period of study in an educational institution. Higher military educational institution is an important but intermediate link in the stage of professional development, which is aimed at solving specific tasks in terms of developing professional competencies of a military specialist [3]. In our opinion, military-professional activity implies active military-professional development, within the framework of which the formation of a stable military-professional direction of a specialist is carried out. A high level of military-professional orientation ensures compliance with the rapidly changing and increasingly complex requirements of the profession, conquering new heights by gradually rising on the path of military-professional development, which in turn means the full realization of the psychological resources available to a person [4].

Many scientists of our republic (R.S. Samarov, B.S. Abdullaeva, Sh.A. Akramova, A.A. Khalikov and others) and considered in the works of scientists of the Commonwealth of Independent States (B. G. Ananov, S. I. Arkhangelsky, Yu. K. Babansky, A. A. Bodalev, V. P. Bepalko, V. A. Krutetsky, N.V. Kuzmina, Yu.N. Kulyutkin, A.N. Leontev, S.L. Rubinstein, A.T. Rostunov, L.A. Rudkevich, V.D. Shadrikov, V.A. Yakunin and others) .

Despite the many theoretical and empirical studies conducted in the field of professional personality formation, the relevance of studying this problem remains necessary and relevant. One of the main reasons for this is that this scientific problem has not been studied much in the field of military education. Therefore, there is a need for such research now.

We are R.S. Samarov[5], B.S. Abdullaeva[6], we support the point of view of Sh.A. Akramova[7] and other scientists. Indeed, from a pedagogical-psychological point of view, professional formation is a dynamic and continuous process of personal development in a system of interrelated professionally important activities, which involves the use of methods of social influence on a person in a certain period of time and a generalized system of knowledge and skills, qualities of professional importance, implies inclusion in activities of various professional importance (cognitive, educational and professional, including special training, etc.) in order to form forms of behavior and individual methods.

In our opinion[8], the level of knowledge, skills and competence of the future officer of higher military educational institutions depends on professional skills

and practical experience, social activity, mental activity, moral-ethical, psychological-pedagogical and physical training, as well as risks arising in various situations of professional activity - the ability to act in accordance with the risk - depends on the development of his professional competences [8; page 14].

N.N. Tolipov[9] stated: "In the process of professional education, professional (special) skills and abilities are formed using various technical means of education using training, training methods, and their complex - training" [9; page 12].

The process of professional development of cadets of a higher military educational institution is divided into several stages: general developmental, general professional, specialized. At the end of each stage, the cadet should advance to a new stage of formation of theoretical and practical training, professional skills and qualities. In conclusion, we can note that the main type of cadet activity in the conditions of the Higher Military Educational Institution is the process of mastering military-professional activity and specialization, which can be considered as a combination of educational, cognitive, military-service, social and other types of activity.

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