

Pedagogical Experience in Ensuring the Quality of Professional Training of Specialists in Military Higher Education Institutions of Foreign Countries

*Nurulloyev Laziz Latipovich*¹

Abstract: The modernisation of the military education system, including modern knowledge, advanced foreign experience, and the widespread introduction of information and communication technologies into this system, has become a necessity in the modern era of globalisation. At the same time, in the military education system, the cultivation of national identity and the strengthening of morale, the fostering of patriotism, and the enhancement of the intellectual potential of servicemen are also under the constant attention of our State. Studying the best experience of the world military education system and adapting it to our national education system is one of the most urgent tasks of our time.

Taking this into account, in our article we will consider military schools of Germany, France, England, Hungary, Spain, Poland, Turkey, Sweden and their educational system. The directions of development of officer and military education systems of foreign countries are systematised. Further, it seems appropriate to consider the peculiarities of ensuring the quality of officer training in each individual army.

Key words: education, training, approach, scientificity, quality.

From a pedagogical point of view, the system of Officer Training in the German army, which is the most numerous and combat-ready in Europe, is of interest for learning. It is known from history that, in general, in today's view, higher military education originated in Prussia¹. In its content, the officer training program was based primarily on the study of general education subjects, which made it possible to actively develop the analytical abilities of officers. At the suggestion of General Karl Horst, a new project to reform the army in Germany was approved and adopted in 1808.² This happened more than 100 years after the establishment of the navigation school in St. Petersburg, but before its approval. General Staff First Charter of the Imperial Academy of Russia. The analysis carried out shows that the most important element that ensures the quality of Officer Training in Germany is the absence of class characteristics at military training. To say otherwise

The development of the system of ensuring the quality of military education of German officers is associated with the activities of the largest Prussian military reformer in the early 19th century, Major General Karl von Clausewitz (1780-1831), who also served in Russia. . In his fundamental work "on war", he proved with clear examples the need to form special military knowledge and skills among officers, to comprehensively develop their creative abilities. In the future, the quality military knowledge of officers in Germany was ensured by their powerful economy and science. An important element in ensuring the quality of military education is considered to be the opening in 1957 of the Academy of the leadership staff of the Bundeswehr, a multi-level, international training and scientific complex located in the Klauswitz barracks³. The Academy prepares officers of various branches of the Armed Forces before being appointed to command and staff positions.

Based on an impartial assessment of the military-political situation. At the same time, the peculiarities of the use of various forces and means are considered by departments specializing in types of aircraft: land, air force, navy, etc., they study the peculiarities of certain issues.

¹ Associate professor of special training cycle, Faculty of military education, Bukhara State, Pedagogical Institute



In order to strengthen the connection with practice, at least 5% of the training time budget allocated for the training of students is spent by invited practitioners from various government and military agencies, a total of about 400 practitioners are involved. Invited practitioners increase student motivation, increase the content of information and the practical direction of training.

Studies conducted show that the professional selection of candidates to train them as officers plays a large role in ensuring the quality of military education. Thus, for example, a prerequisite for awarding an officer the military rank of major or commander is the successful acquisition of a basic course that takes place over a period of 14 weeks, a program known as the "senior officer qualification course". , after which all officers must pass the test in the form of an examination. Officers may be admitted to further courses only after successful completion of the basic course. Such courses are held three times a year and provide for the training of more than 600 officers. In the course of training, officers study the leadership and management course, social sciences, Security Policy and strategy, as well as practical aspects of the activities of the Air Force, Navy and various types of ground troops. There are two oral and in each subject

In addition, conditions have been created in Germany for the timely retraining and qualification of both domestic and foreign officers. For this, there are special courses in which retraining is carried out for 8 weeks and each officer is carried out on both the national and joint staffs before being appointed to a new position. These courses include retraining officers for a new type of professional activity in peacetime at the national general staff and in military crisis situations at the Joint Staff. The basic principle of organizing the educational process is the Joint Planning and virtual transfer of educational operations, the content of which includes the study of Military Science, socio-political issues and general security problems.

From an educational point of view, Germany is dominated by the socio-cultural trend, which is carried out by changing the role of the modern army; the organization of sustainable cooperation with the state, public and other organizations, taking into account the national characteristics of the population of different European countries.¹ with the community and other organizations operating in Europe. The German Military Academy constantly cooperates with British, American, Italian, French, Canadian, Estonian and other military training centers.

The military education system in France finally began to take shape with the establishment of the Higher Military School in 1878. The high quality of Officer Training ensured the use of historical and positive educational methods in them. At the same time, the result of the implementation of the historical method was based on a previously known fact, but cadets had to study its reasons, development trends and draw practical conclusions. Positive us

Thus, the main trends in the development of the pedagogical system for ensuring the quality of military professional education of officers in France are: maintaining their personality; operational implementation of modified methods of Modern Warfare; modernization of education on the basis of an information and educational base; development of inter-university integration; wide involvement of leading specialists for professional development; focusing on international tasks.

Today, the Saint-Cyr military school is one of the few French schools of national status and is ranked among the country's "top ten most powerful" institutions of Higher Education. At the same time, this school has its place and position not only in the military sphere, but also in the Coordination of priorities of the country's higher education system and the training of National Personnel.

The full course of education is designed for 3 years. Higher special education is correct for a graduate who successfully completed 3 years of Education

To date, the following categories of youth are admitted to the Saint-Cyr special military school:

Civilian youth (including (girls for a maximum amount) who have completed 12 years of high school (Lyceum) (age limit up to 22 years);



young people who graduated with a bachelor's degree from preparatory classes organized under higher schools (universities), graduates of preparatory military lyceums (age limit up to 22 years);

unter-officers with a degree in university graduation (age limit is 23-25 years).

The concept of the organization of the educational process in this school is based on the solution of three main and complementary tasks: the training of future commanders, multi-aspect academic and military-sports training:

Military-professional training-aimed at the formation of professional skills based on a clear understanding of the specifics of the selected military specialty in future officers; In recent times every y

The employment of the officer corps can be carried out among graduates of non-military training courses for reserve officers in civil universities in West Point, Officer Candidate schools; sergeants who have served in the armed forces for more than 8 years, as well as some categories of technical and scientific civil specialists; those who want to return to military service, having

Table 1. Model of higher education system for officers of the United States Armed Forces

Main line	Recovery courses	Command staffs and army colleges	National Defence University, military colleges of Canada and the United Kingdom (by choice)	
Stages of military education				
1	2	3	4	5
Platoon commander, Ho rotasi commander, battalion staff officer	Determination of the scope of activity. Battalion, entering brigade status. Enrollment in reserve. Advanced civil education i. Army Supply Corps. Training in schools of military units and services.	Career decision making. Brigade, inclusion in divisional status. School teacher. Training of Reserve Officers. Performing tasks in the combined forces.	Scope of application qualification. Inclusion in the partition state, Corps. Reserve personnel. Fulfillment of obligations United forces.	As part of the general command. Access to the type troopers. Head of Department. Performing tasks in the combined forces.
Years of Service				
0 - 5	5 – 10	10 - 15	15 - 25	25 – 30

The system of ensuring the quality of military education is multi-stage, five-stage. The basis for the training of officers is a military school, specialization courses, training courses in schools of military units and command and staff colleges. The training of the composition of the supreme command and staff is carried out by the National Military College and the National Defense University.

The first stage is to study at the army academy at West Point, which is accepted from among the civilian youth aged 17-22; regular army and reserve rank and sergeant, in case of successful passing the entrance exams, including an essay in English, Mathematics and Social Sciences. The annual intake is 1,500 people, one-third of whom can be expelled. Graduates are awarded the rank of " Second Lieutenant " starting Officer and a bachelor's degree. The quality of education is determined by the implementation of general education and professional subjects. Higher mathematics, physics, chemistry, geography, as

In the second stage, cadets master a special course designed for all officers. There are special selection criteria at Fort Bragg for service in the special forces.

In the third stage, training is carried out in advanced training courses. Improvements are made according to the needs of the troops in various specialties of officers of the rank of Captain.



In the fourth stage, the training of officers with the rank of lieutenant colonel with 10-15 years of seniority is carried out by the command and staff colleges. The emphasis is placed on the formation of command and management skills among officers. Training is conducted in person for 40 weeks or on the surface for no more than three years.

The fifth stage is the training of senior and senior officers at the National Defense University. This military university is part of the Armed Forces Command-Staff College, the National Military and military-industrial college, as well as the distribution of information resources

The pedagogical system of ensuring the quality of military professional training of officers in the UK is determined, on the one hand, by the presence of its own centuries-old historical experience and its adaptation to new operational and strategic requirements. Officers who can creatively solve extremely complex tasks, as well as compare the tactical and operational capabilities of the troops with the reality of the modern military-political situation. The study shows that the quality of officer training depends on the development and application of the rules of military doctrine, as well as on the system of providing a spiritual and combat spirit that ensures the ability of an officer to fight subordinates.

The results of a comparative analysis of the quality of military education in the United States, Great Britain, France and Germany make it possible to consider the system of military education in the Russian Federation from different points of view, and therefore more objectively substantiate the factors determining its effectiveness and quality. In addition, taking into account the factors determining the qualitative characteristics of the military education system in foreign countries, it helps to form promising directions for improving the quality of professional training of officers in the Armed Forces of the Russian Federation.

Conclusion

According to the conclusions of the study of the activities of the Special Military School of foreign countries USA, Great Britain, France and Germany, we consider it worthwhile to consider the issue of introducing the following aspects into the military education system of the Republic of Uzbekistan:

Ministry of Defense higher military educational institutions step-by-step transfer of the educational process to the credit-modular system (as a Test at the Military Institute of ICT and communication in the initial period);

to carry out the appointment of candidates for the positions of professors of higher educational institutions in humanitarian and socio-economic areas on the basis of recommendations of state bodies at the ministerial level;

Establishing the experience of lectures on current topics by prominent scientists, science figures, academics, heads of ministries and departments, government representatives, senators and deputies in socio-economic areas with the cadets and listeners of the ohtms;

foreign languages in educational institutions

Foydalanilgan adabiyotlar ro'yxati:

1. П. Колесов, А.Стрелецки. Сен-Сирская специальная военная школа сухопутных войск Франции (2006) // Зарубежное военное обозрение №6 2006
2. Odile Roynette, «La mixité : une révolution en danger?», L'Histoire № 455, январь 2019, p. 12-19.
3. Феличкин Ю. М. Как я стал двойником: Воспоминания. — Ростов н/Д: Ред. журн. «Дон», 1990. — 160 с. — ISBN 5-7509-0206-4.
4. Сен-Сирская военная школа // Энциклопедический словарь Брокгауза и Ефрона : в 86 т. (82 т. и 4 доп.). — СПб., 1890—1907.
5. См.: Фильков С.М. Психолого-педагогическая теория и практика подготовки личного состава Вооруженных Сил Великобритании [Текст]: Дис. ... канд. пед наук. М., 1990. С. 49.



6. См.: Баридж Б.К. Адаптация системы военной подготовки и образования к новым стратегическим и оперативным требованиям [Текст] // Междун. конференция, 28 февраля - 2 марта 2001 г. М., 2001. С. 114.
7. Фильков С.М. Психолого-педагогическая теория и практика подготовки личного состава Вооруженных Сил Великобритании [Текст]: автореф. дис. ... канд. пед наук. М., 1990. С. 12-13.
8. Шлыков В.В. Тенденции развития военного профессионализма [Текст] //: Международная конференция, 28 февраля - 2 марта 2001 г.: Тез. докл. М.: ОВА, 2001. С. 110-116.
9. Баридж Б.К. Адаптация системы военной подготовки и образования к новым стратегическим и оперативным требованиям [Текст] // Международная конференция, 28 февраля - 2 марта 2001 г. М.: ОВА, 2001. С. 111;
10. Фильков С.М. Психолого-педагогическая теория и практика подготовки личного состава Вооруженных Сил Великобритании [Текст]: Дис. ... канд. пед наук. М., 1990. С. 76.
11. L.L.Nurulloev Xorijiy harbiy oliy o'quv yurtlarida mutaxassislarni kasbiy tayyorlash sifatini ta'minlash bo'yicha pedagogik tajriba Pedagogik maxorat Ilmiy-nazariy va metodik jurnal 10 son 2024 yil. 153-160 b.

