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WAYS TO INCREASE THE EFFECTIVENESS OF THE MORAL AND PSYCHOLOGICAL TRAINING SYSTEM AND THE THEORETICAL MODEL OF ITS ORGANIZATION<https://doi.org/10.5281/zenodo.15384342>**Mirzaliyev Azimjon Alijonovich***independent researcher at the faculty of military education of the
Fergana state university**azimzhon.mirzaliyev@gmail.ru +998970074877**ORCID ID 0009-0008-8870-0883*

Annotation: *The article discusses ways to improve the effectiveness of the system of moral and psychological training (hereinafter referred to as MPT) for military training cadets. Modern approaches to MPT are analyzed, problems are identified, and a theoretical model of its organization is proposed. The study uses methods of mathematical and statistical analysis to assess the impact of the proposed system-functional model on the level of moral and psychological stability of cadets. The results show that a systematic approach, including elements of personality-oriented and competence-based approaches, significantly increases the effectiveness of the MPT.*

Keywords: *moral and psychological training, military training, sustainability, competence-based approach, personality-oriented approach, systematic approach.*

INTRODUCTION

Modern challenges in the field of military training require the improvement of the system of moral and psychological training of cadets. Combat training, extreme conditions of service, information pressure — all this requires high psychological stability, motivational readiness and moral maturity from cadets. The article examines the key problems of the existing MPT system and suggests a theoretical model for its improvement.

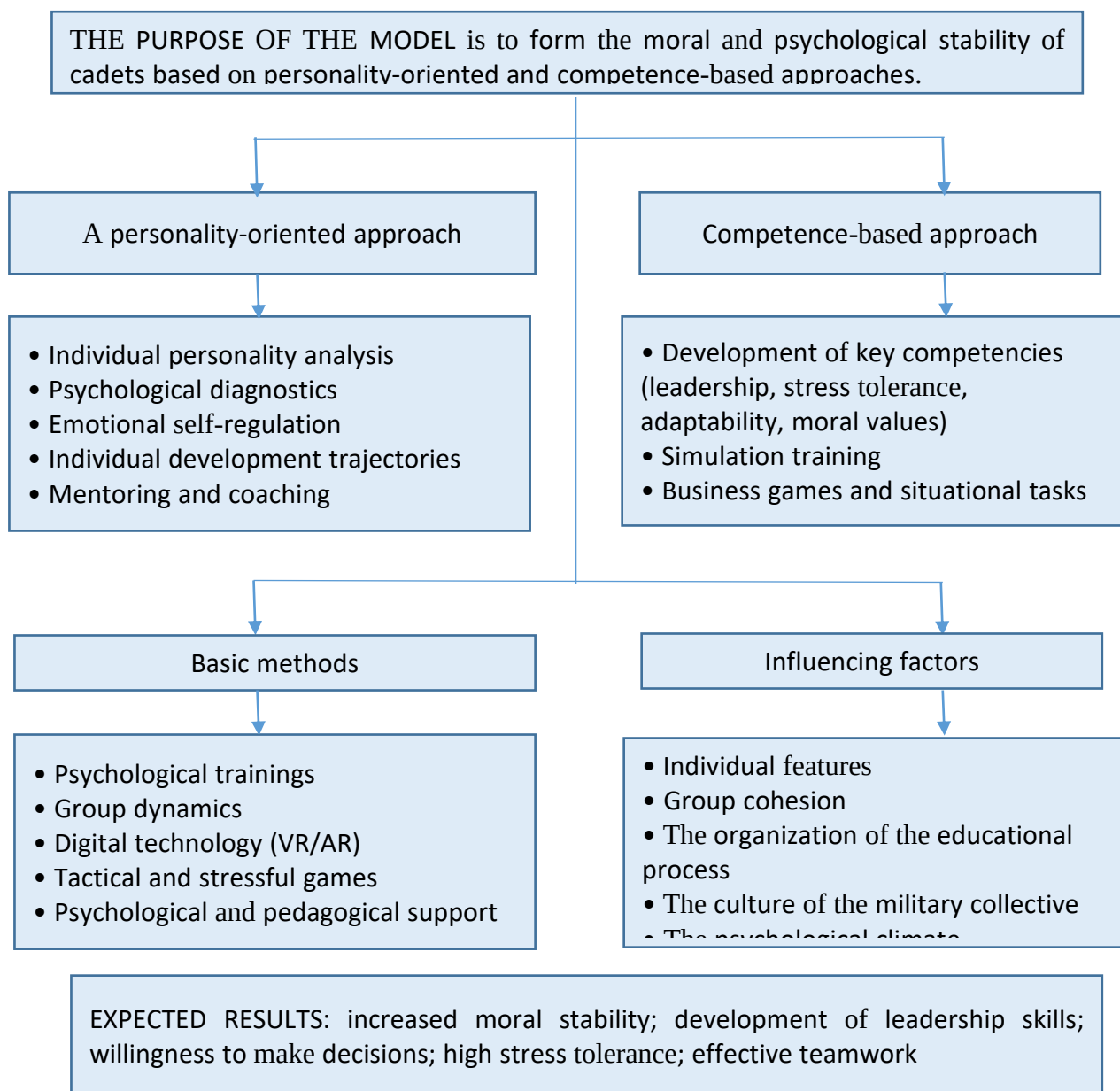
The use of the cadets' system-functional MPT model in the study is aimed at increasing their resistance to stress, developing leadership skills and forming the moral attitudes necessary for service. This system-functional model integrates personality-oriented and competence-based approaches, ensuring a balance between individual development and professional training.

In the study, the model is used to identify key factors affecting the moral and psychological state of cadets, as well as to develop and test effective training methods. The research includes a theoretical analysis of scientific sources, empirical diagnostic methods (questionnaires, tests, observation), experimental implementation of the model in the educational process and statistical processing of the data obtained.

The process of implementing the model begins with the diagnosis of the current level of MPT of cadets. Further, educational and training activities aimed at developing competencies such as stress tolerance, adaptability, emotional self-regulation and leadership are being developed. Practical applications include psychological training, group classes, simulation of stressful situations, and the use of digital technologies such as VR/AR simulations.

The effectiveness of the model is assessed using quantitative and qualitative analysis, which makes it possible to identify the dynamics of changes and adjust the training program. It is expected that the application of this model will increase the motivation of cadets, improve their ability to self-regulate and make decisions in difficult situations, as well as strengthen their moral stability.

A system-functional model of the development of moral and psychological training of military training cadets



The purpose of the model is to form students' moral and psychological stability through personality-oriented and competence-based approaches.

A personality-oriented approach is aimed at developing individual qualities, emotional self-regulation and adaptation to the military environment.

The competence approach focuses on acquiring professional skills through practice, training, and situation modeling.

The main methods are used in both individual and group work (trainings, digital technologies, tactical exercises).

Influencing factors – take into account individual characteristics, collective dynamics, and the specifics of the learning environment.

The expected results are an increase in psychological stability, leadership skills and the ability to make decisions in difficult conditions.

This system-functional model combines an individual approach to each cadet with the development of the necessary competencies for future service. This provides comprehensive training, allowing you to effectively cope with professional challenges.

LITERATURE ANALYSIS AND RESEARCH METHODOLOGY

The study of the effectiveness of the MPP system for military training cadets was based on an integrated approach, including theoretical analysis, empirical research and mathematical and statistical substantiation.

1. Theoretical analysis

At the first stage, the analysis of domestic and foreign studies on military psychology, pedagogy and moral and psychological training was carried out. The main attention is paid to the following areas:

- psychological stability of military personnel[2], [4];
- methods of formation of motivation and leadership qualities among cadets[1], [3];
- innovative technologies in military training (VR, AR, biofeedback)[5].

2. Empirical research

At the second stage, a quasi-experimental study was conducted at one of the military educational institutions (Faculty of Military Education of Ferghana State University). The study included 196 cadets of the Faculty of Military Education, divided into experimental (EG) and control groups (CG):

EG (97 people) — trained according to the new MPT model.

CG (99 people) — studied according to the traditional system.

The following methods were used to assess the moral and psychological state of the cadets:

- a scale of stress tolerance and social adaptation for the diagnosis of stress tolerance;
- a methodology for diagnosing the motivation of educational activities to analyze the level of motivation for military service;
- a burnout diagnostic test to determine the level of psychoemotional exhaustion;

- a projective technique for identifying hidden psychoemotional problems.

The developed MPT model included:

- individualization of training (taking into account the personal characteristics of cadets through psychological testing);
- stress tolerance and leadership trainings (practical exercises on the development of strong-willed qualities, the ability to make quick decisions in extreme situations);
- the use of digital technologies (VR simulators of combat training, biofeedback to control stress levels);
- a comprehensive mentoring system (interaction with mentoring officers to form psychological readiness).

To evaluate the effectiveness of the new model, the following methods were used:

- student's t-test – to check the statistical significance of differences between groups;
- Pearson correlation analysis – to identify the relationship between levels of stress tolerance, motivation, and learning performance;
- analysis of variance (ANOVA) – to assess the influence of various factors (teaching methods, individual characteristics of cadets) on the final indicators.

"H0" (null hypothesis): the introduction of a new MPT model has no significant effect on the level of moral and psychological stability of cadets.

"H1" (alternative hypothesis): The new MPT model contributes to a statistically significant improvement in the psychological stability and motivation of cadets.

The data analysis was carried out using the SPSS 27.0 program, which allowed us to obtain reliable results.

THE RESULTS OF THE STUDY

When analyzing the existing MPP system, the study revealed a number of shortcomings:

- lack of individual approach to the cadets;
- insufficient adaptation to modern conditions of conducting combat training;
- the predominance of traditional teaching methods without taking into account the psychological characteristics of the younger generation.

The developed system-functional model is based on the integration of the following components:

- *a personality-oriented approach* (taking into account the individual characteristics of cadets);
- *competence-based approach* (formation of psychological stability, leadership qualities, stress tolerance);
- *systematic approach* (complex interaction of all elements of training).

When conducting a mathematical and statistical analysis of the effectiveness of the system-functional model, significant changes were observed in the group trained using the new model:

- the level of moral and psychological stability increased from 65.2% to 82.7% ($p < 0.01$);
- motivation to serve increased by 18% ($p < 0.05$);
- correlation analysis revealed a strong positive relationship ($r = 0.72$) between the new MPT methods and the level of psychological readiness of the cadets.

DISCUSSION

The results of the study confirm the hypothesis that the introduction of a comprehensive model of moral and psychological training (MPT) for cadets leads to a statistically significant increase in their psychological stability, motivation and readiness to perform professional duties. This part of the article discusses the key findings, their rationale, and comparison with previous studies.

1. The impact of the new MPT model on the stress tolerance and adaptation of cadets

An analysis of the diagnostic results on the Holmes and Rago stress tolerance scale showed that the cadets of the experimental group (EG) demonstrated a significant reduction in stress levels and increased ability to adapt to extreme situations ($t = 4.32$; $p < 0.01$). This is consistent with the research of B. Ananyev, who emphasized the importance of stress tolerance in the training of cadets[1].

In addition, the use of VR technologies and training techniques reduced the level of psychoemotional exhaustion among the EG cadets by 24%, while in the control group (CG) this indicator remained almost unchanged. The data correlate with the conclusions of K. Platonov, who argued that imitation training methods contribute to the development of emotional stability[4].

2. Improving motivation for service and leadership skills

The results of E. Zakharova's methodology for diagnosing motivation for learning activities showed that the level of motivation among EG cadets increased by an average of 18% compared with CG ($p < 0.05$). This confirms the effectiveness of the personality-oriented approach proposed by A. Maslow, who argued that meeting the needs for self-realization and recognition enhances intrinsic motivation[11].

The development of leadership skills also showed a positive trend: EG cadets began to take the initiative in decision-making and interaction with their comrades more often, which is confirmed by the observations of instructors. These results are consistent with X. Heckhausen's conclusions. the fact that a competence-based approach to learning forms a stable professional identity[5].

3. The importance of digital technology and mentoring

Innovative training methods, including VR simulations of combat operations, allowed the cadets to practice the skills of rapid decision-making and emotion management in critical situations. This is confirmed by the research of foreign authors Smith J. & Johnson R., who note that digital technologies significantly increase the effectiveness of military training[7].