

THE COMMANDER'S MILITARY PEDAGOGICAL SKILLS AND THE NEED FOR ITS APPLICATION IN PRACTICE

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Annotation: *this article is a scientific study of military pedagogy, its conduct, characteristics that must be formed in a commander, and how relevant it is.*

Key words: *pedagogy, commander, military pedagogy, process, soldier.*

Reforms are spreading more and more in our independent Uzbekistan. Dramatic changes are taking place in all aspects of our life, including the education of the young generation. Actions to restore and further enrich our history, spirituality, fundamental changes in the way of education and personnel training are among these. These things are not done for nothing. Because the development of any country depends on the level of knowledge and spirituality of the people.

As in every field, great positive changes are taking place in the training of military specialists. Requirements for officer personnel are increasing. Because the current officer is not only a specialist with limited knowledge in a certain field, but a person with deep intellectual abilities, a broad worldview, a high culture and spirituality, with his knowledge and personal example. It is necessary to have a pedagogue who can train and educate his subordinates.

What knowledge, skills and qualifications should an officer have in terms of education, what should he do, how should he behave, what should he pay attention to? To some extent, the science of military pedagogy answers these and other similar questions.

The military-pedagogical process is a complex social phenomenon. Its essence is determined by the purposeful organizational and educational activities of commanders, chiefs, educators to prepare military specialists, units and units for armed protection of the country, successful conduct of combat operations in the conditions of modern warfare.

The military-pedagogical process is a two-way active activity of commanders (chiefs) and subordinates, in the framework of which not only the military skills of soldiers are formed, but also a mentally and physically mature, socially active perfect person who embodies spiritual and moral qualities. the human personality is educated.

The basis of the military-pedagogical process is military, social-political, spiritual training and spiritual-moral education.

The direction and content of the military-pedagogical process as a social phenomenon depends on a number of factors.

First of all, the process of education and upbringing of soldiers depends on the social system in the country. The essence and content of the principles of education also come from these requirements.

The content of the military-pedagogical process also depends on the country's economic potential and the level of development of production forces. The more developed the country's economy is, the more the material and technical base of the Armed Forces will develop, and the level of provision of modern weapons and equipment will increase. Under the influence of the military-technical factor, the content, forms and methods of education and training are changing and improving.

The military-pedagogical process has its own system. Usually, it is divided into two stages, that is, individual training of soldiers and training of units, and these two stages are inextricably linked.

Another feature of the military-pedagogical process is that, in addition to the planned training, it also includes educational activities conducted by military service, commanders (chiefs) with their personnel.

Thus, the military-pedagogical process is a complex, multifaceted, developing process with its own characteristics, which prepares soldiers and units to successfully conduct combat operations in the armed defense of the Motherland, in the conditions of modern warfare. is aimed at solving specific tasks related to training.

The features of the military-pedagogical process are expressed by the following:

Military labor, mastery of military skills, and protection of the Motherland are the duty of every serviceman. This is legally defined in the Constitution of the Republic of Uzbekistan, the Law "On General Military Obligation and Military Service", the Oath to the Motherland and general military regulations.

According to the requirements of the oath to the country and regulations, the soldier is legally responsible for the quality of his work. Irresponsible attitude towards acquiring a military specialty and performing one's duties can be considered as evasion of one's duty to the Motherland.

Another important feature of the military-pedagogical process is that the knowledge, skills and abilities, theoretical knowledge, concepts and system of rules acquired by soldiers serve as the basis for their daily service activities. In other words, the military-pedagogical process is carried out in close connection with the service activities of soldiers and has a clearly visible practical content. A soldier uses the knowledge, skills and abilities acquired during training during combat duty and performing various service tasks. This, of course, on the one hand requires thorough knowledge, skills and abilities, and on the other hand helps to strengthen them.

The connection of the military-pedagogical process with service activities requires its rational organization without harming the combat readiness of units and units. Therefore, the military-pedagogical process is carried out in the conditions of constant combat readiness of the troops and is aimed at ensuring it.

Another important feature of the military-pedagogical process is that the educational process requires more and more mental, physical and mental stress from the soldier. This is expressed by the increasing complexity of modern military equipment and weapons, the shortening of the service life, and the worsening of the military and political situation in the world.

The unique feature of the military-pedagogical process is expressed by the fact that the servicemen serving in the unit have different levels of knowledge and general education. Because in one unit, soldiers with higher, secondary-special, secondary and even incomplete secondary education can serve and receive education. Such a difference in the level of general education of soldiers requires a more individual approach to the organization of the educational process, the development of separate educational programs.

Also, based on the leadership, teaching and mentoring activities of officers and contract servicemen, the following tasks are also important for military pedagogy: determining their place in the military-pedagogical process; to show the ways, contents and methods of formation of pedagogical culture and pedagogical skills in them; to reveal the ways and essence of gaining respect; study and generalization of advanced pedagogical experience, development of methods of conducting military-pedagogical research

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