



THEORETICAL APPROACHES TO IMPROVING MILITARY PROFESSIONALISM

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Annotation

The article is devoted to the issue of improving military-professional competencies, which focuses on the historical, philosophical, political, legal, moral-spiritual and cultural aspects of the issues of improving military-professionalism. Also, based on aspects of the dependence of the military-professional development of future officers on military-pedagogical support, conclusions were made on the basis of a competent approach in the form of "educational military weapons – conditional enemy – educational military equipment - military intelligence – combat task – cadet".

Keywords: military education, military-professional competence, military professional, military-legal, military-technical, moral-spiritual.

INTRODUCTION

A dynamic analysis of modern military conflicts shows that the formation of a professional army is directly related to military education. At a time when the technology of fighting in the information medium for the minds and hearts of military personnel was in full swing, it is demanding to establish the basic components of military-professional competencies, to ensure their involvement in the "military education – army", taking into account their mission. Based on the needs to ensure defense, it is required to train military professionals at the level of the individual, state and society, to ensure military-educational motivation by carrying out an effective stable course of the process of their professionalization. This is determined by the following factors: the military-educational system; the type of military-educational institution; the organization of the military-educational process; the role of subjects taught in the military-educational system; the connection of subjects taught with military practice; the designation of a complex of basic military knowledge; subjective characteristics of military educators. Training of Professional military personnel, considered a strategic task, the content of the professional skill of military personnel is determined by the purpose, tasks, character of military labor. The uniqueness of military professionalism is reflected in:
the degree of satisfaction of the social order of society for protection against external risks of a different nature;





the adopted laws (military regulations, orders and instructions) reflect the issues of the level of combat training of military units and the spiritual and psychological state of the personnel; the fact that the personal individual-psychological characteristics of the serviceman are ensured in compliance with the performance of training and combat tasks; maintaining the level of combat readiness of military units in various emergency situations.

LITERATURE ANALYSIS

The issue of training fighters in Western military art by foreign scientists and their management on the battlefield D.Sinar[2], Ya.Mintszya[42], W.Barthold and B.Spoler[1], L.Robert [7], M.Süleymanov[8], F.It has been studied by scientists such as Glenda[3]. The use of the Turkish model in the training of professional personnel from foreign experience (the level of formation of a combat spirit and ensuring professional competence for military personnel), the methodology of NATO Block member states in the provision of combat training[4,6,24,20] is of practical importance in the formation of basic military-professional competence.

G.F. Girs determined that military-professionalism should be carried out on the basis of specific time (development of military equipment and weapons), orientation of education to military activity, application of active educational techniques, integration of knowledge, etc. [34]. In T.G. Jafarov's study, one of the most basic accounts in the planning of inflicting casualties on the enemy in the operation (in battle) is considered to be the calculation of the combat potentials of military formations, and based on it, the remaining operational-tactical calculations of inflicting casualties are carried out, it is in the practice of military education that these aspects.

Issues of improving military professionalism are historical, philosophical, political, legal, moral-spiritual and cultural aspects of Ya.Tursunov [35], G.Khoddjaniyazov [37], F. [39], S.Wenceslas [15], S.Bagresov [13], R. Samarov [32], A. [33], B. Neumatov [27], S. Akhrorov [11], K. Although studied in the scientific work of hyderov [38] and others [9,36,40,41,12], the system of military-professional training in ensuring high combat readiness of military personnel the requirements of the modern theater of military operations, aspects of the use of weapons and equipment have not been sufficiently studied.

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inflicting casualties are carried out, it is in military educational practice that these aspects are taught to listeners and cadets.

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MAIN RESULTS

Military-professional competencies are a dynamic rapid change in the combat situation, the openness of the wings when conducting a direct attack, the lack of clarity of the enemy's power composition, the anonymity of its weapons, equipment, including the number of unmanned aerial vehicles, require the military employee to have high professional training. This situation requires the study of the history of wars and the trend of modern military conflicts (conflicts) in the construction of science programs, forming basic military-professional competencies in higher military educational institutions, from the point of view of ensuring defense, to this day this military-scientific problem has not been studied as a separate study.

The professionalism of military personnel, the development of the possibility of carrying out mobilization and training, arises directly because of knowledge, skills and qualifications in the military profession. Yu.A.Lenev: in his study on the topic "Формирование профессиональных качеств у курсантов (исследование на материалах ВВУЗов войск связи)", having considered his algorithm in the form of a communication system in the activities of military education and troops, indicated that military education should rely on the achievements of Science and Technology [25]. Military professionalism, which is a set of knowledge, skills, qualifications and experience necessary for the successful performance of the service activities of the defender of the Fatherland, requires constant improvement. Conducting military service at a professional level implies a high level of its implementation in content. Military professionalism is a force that builds potential labor, social wealth and spiritual values for the development of society. That is why it has remained a value that exalts the service of a military specialist. Since professionalism is a complex socio-philosophical complex, scientists interpret it differently. N.Yu.Klochko noted that military professionalism: the opportunities, skills and abilities necessary for the perfect acquisition of a specialty presuppose the development of intellectual qualities related to the personality:





if the qualifications are high, the quality, social significance of the service of a military specialist will bring the expected benefits to the citizen and the country; professionalism, the basis of development for the benefit of oneself and others in the service of the individual, contributes to the formation of a high motivation for free manifestation of activity and active creative work [21].

The military personnel seeks to expand the boundaries of knowledge of their profession based on the requirements of the wealth of the general culture of mankind, to solve creative tasks, to deeply master the skills and abilities of their chosen specialty. The professionalism of military personnel is not only the serfdom of the service, but also the personal attitude of military personnel to the service, the presence of a state of mind [10. 38-41].

The professionalism of military personnel is to be able to master and practice the skills of managing new military technologies. When assessing the professionalism of military personnel, factors such as what motivates a technician to engage in it, what values he rests on, why he is engaged in this particular activity are taken into account [18. 25-33]. Because of chasing in the footsteps of the acquisition of a new system of technologies, sometimes we are faced with the presence of equipment and weapons in the service, but the lack of spirituality. One facet, that is, the danger of the technocratic approach to military professionals, is understood as E.A. Vorobev gave a clear example of this issue in the manner of applying the tank [17. 22].

Having perfectly mastered the basic components related to the profession of a Professional military personnel, having the skills of being able to apply it, he needs to find his place in the activities of military service (as a professional specialist) and demonstrate that he is a respected specialist in the military team. [24, 25]. Questions about how professional professionalism is determined, how its components are classified, are one of the topical, research issues for the theory and practice of today. In order for them to manifest themselves as specialists within the framework of the professional system, one can sometimes observe that objective and subjective reasons are monetary. Given the practical significance of this issue, it is advisable to approach it conceptually. It is because of a conceptual approach that the principle of unity of military theory and military practice (military education and troops) is ensured. In the case of armed conflicts of recent years, we can see an independent system of operational support, in which the development and formation of modern psychological detachment (PD) has a separate organizational structure. Taking into account the fact that, based on the composition and structure, these structures consist of two models that are conventionally called Western and Eastern, each of which is indicated to have a specific organizational form, it becomes necessary to improve the military education system in a continuous manner on the basis of the concept of "military education – army".





Because professionalism implies the achievement of the goal, clearly fulfilling defensive tasks in real military practice.

Thus, it is understood as military-professional professionalism that a specialist in the field is able to fully demonstrate in practical activity theoretical knowledge and professional abilities related to his specialty. Military-professional professionalism is expressed mainly at such levels as: functional, intellectual, situational, social, and within the framework of the professional system, it is possible to distinguish how it plays an important role in the course of determining the product of activity, that is, the form, content of the product produced and whether it can meet demand or not. For this reason, let us look at its levels separately:

the functional level of military-professional professionalism, professional erudition within the framework of the professional system, a high degree of expression of professional competence, is manifested in a clear picture of professional growth in perspective;

and the intellectual level of military-professional professionalism is manifested in the complex approach of a specialist to his professional duties, in the expression of his mental potential in solving various professional problems, and manifests professionalism mainly within the framework of the professional system;

the situational level of military-professional professionalism, manifested in the targeted solution of the problem from the interests of the enterprise/production Association, based on standard and non-standard situations that arise within the framework of the professional system, is assessed as a derivative of professional experience in practice;

the social level of military-professional professionalism is visible in the manifestation of communicative and integrative abilities within the framework of the professional system, in particular, in the performance of professional tasks in a collective way, in achieving collective success;

and the individual level of military-professional professionalism is seen in the specialist's readiness to work on himself, to grow in the professional ranks, and the "master-apprentice" system is of practical importance in its development. It is also necessary to pay attention to the effect of the inheritance factor.

The components of military-professional professionalism are composed of a complex of properties such as communication, flexibility, skills and knowledge, and the following important indicators should be taken into account as the main factors in the evaluation of the professional competence of a specialist (expert assessment). Information about the specialist's qualification (diploma), professional qualification, general length of service, professional stereotype, psychophysiological condition, service conditions, attitude to service, military-professional knowledge, military-professional training, military-professional identification phenomenon, loyalty to the profession, military service product, etc.





According to the results of military-scientific researches [23,26,19], if experts with professional qualifications are not interested (not interested) to use it in professional practice, it will remain as it is [6,4]. The analysis shows that changes in the composition and structure of the occupied structures were required under the influence of the following factors, that is, the planning of the battle in the city, the combat-quantitative composition of the enemy and its movement classification, the method and description of the battle, the combat capabilities of the units and the classification of the enemy's targets. As a result, the following new elements appeared, snipers, opening and placing barriers, demolition, reconnaissance, special equipment application groups, etc. In addition, the above-mentioned factors required the combat use of the occupying structures based on the cyclical principle of "reconnaissance - elimination - movement - cleaning - fixing positions".

Therefore, within the framework of the military professional system (from the point of view of military management), it is recommended to study the dynamics of professional activity of specialists. It is desirable that a military psychologist or sociologist carry out this task, because the manifestation or non-manifestation of individual military-professional professionalism may have its own goals.

The expression of individual professional professionalism in the military professional environment is observed for the following purposes:

- his passion for adapting the professional skills he possesses to the workplace;
- guarantee of maintaining the workplace (position);
- the presence of clear foundations for professional growth;
- penetration of troops as specialists;
- ensuring the receipt of high money supply;
- the presence of the opportunity to raise personal prestige in a professional team;
- recognition by specialists as a master of the profession;
- continuing the tradition and others.

Military-professional competence serves to increase the productivity not only of the military team, but also of individual specialists (this situation can be observed in management or service activities). Therefore, increasing military-professional professionalism is of personal and collective importance. To increase military-professional professionalism, it is necessary to understand the implementation of the strategy with the help of professional education, management of the field and direction of the profession, training and seminars, model training exercises, creating the conditions that are considered the basis for ensuring efficiency in the practice of defense.

N.I. Kolesnikov expresses the spiritual and moral and combat characteristics of professional military personnel as follows:





consists in educating professional military personnel on the basis of such high qualities as high national values-love for the motherland, responsibility for fulfilling military and civil duty, patriotism, pride in membership in the Armed Forces, perseverance, the spirit of readiness to selflessly defend the motherland [22.45]. A military-professional cadre, this is a person who embodies high military knowledge, has a high level of intellectual potential, has excellent physical training, is ideologically formed, is able to purposefully use modern military equipment and weapons, is loyal to his people, always protects the honor and dignity of the motherland, fully understands who and why he serves.

D.A.Volkogonov believes that modern weapons, methods of its use today create the need to combine the relationship of civil and military equipment into complex systems. These systems develop in a complex relationship between themselves in different cases, and often the success of the entire system depends on one individual. However, the role of one individual is also highly valued only when the whole system is acted flawlessly [16. 57].

The military-professional development of Cadets also depends on military-pedagogical support, which requires the introduction of such a system as "educational military weapons – conditional enemy – educational military equipment - military intelligence – combat task – cadet". Theoretical analysis conducted [28. 337-341] and because of our empirical research, it became known that the improvement of military-professional competence typologically includes four competency groups.

When performing military exercises, it will be necessary to ensure the implementation of the military-pedagogical correctional system in a higher military educational institution using the method of military-pedagogical observation.

For example, in the process of training and conducting combat operations, the troops are guided by the methodology for assessing the situation of BT: if BP is assessed as "stable" in the current state, then share 1 (has the ability to secretly perform all tasks under the management of troops), if "difficult", then – 0.8 (up to 80% have the ability to It is assessed as – 0.5 (up to 50% have the ability to perform a task secretly), "out of work" - 0.2 (up to 20% have the ability to perform a task secretly).

The methodology proposed by B.Kh. Tashmatov should be expressed in the system of military-professional knowledge of the future commander. This, in turn, requires improvement of military education in the form of military conflict - military research - military-scientific analysis - military education. In order to improve military-professional competence, it is necessary to determine the basic competences (Fig. 1).



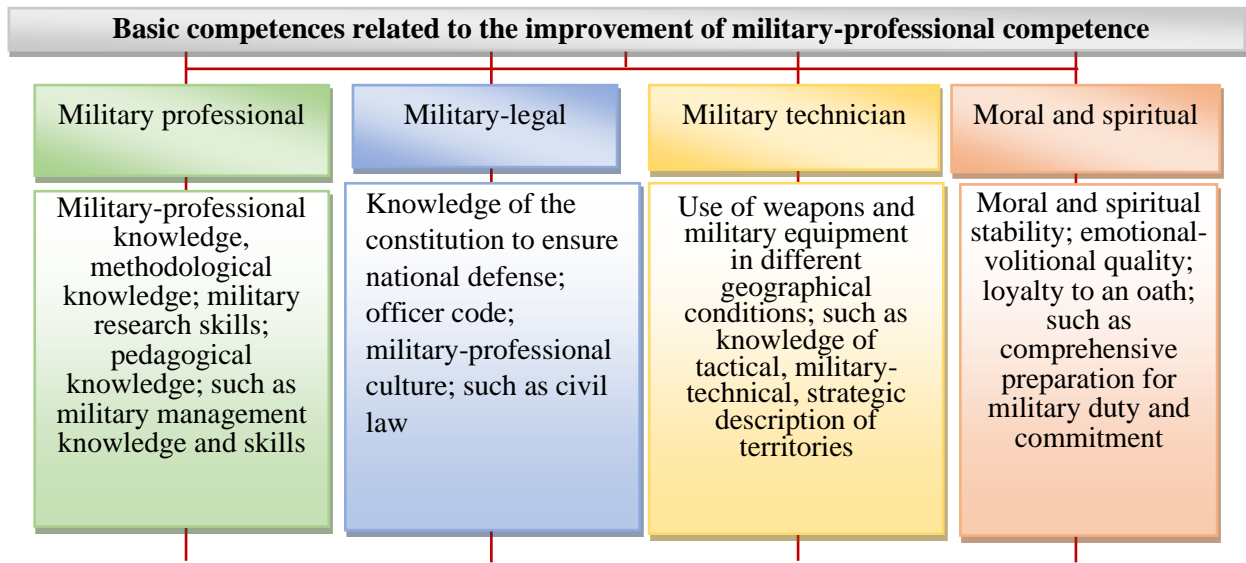


Figure 1. Basic competences related to improvement of military-professional competence of cadets.

They mainly apply at the level of four base blocks. These are:
military professional;
military legal;
military-technical;
moral-spiritual.

It is advisable to develop a structural-functional model of improving military-professional competence according to the structural-functional description of base competencies for improving the military-professional competence of cadets. To do this:

military-professional knowledge;
special military - professional skills and qualifications system;
taking as a basis military-professional experience, the ability to solve tasks of the tactical and strategic level that arise in ensuring State defense, we divided the competencies for improving the Professional-professional competence of cadets into groups and set functional tasks. On its basis, based on the principles of military theory [14, 31, 30], we developed a structural-functional model for improving military-professional competence in cadets.

This model ensures that professional military personnel can perform service because of a competent approach in the service cocoon. The Model, consisting of three blocks, allows you to assess whether the base is expressed in the formation of military-professional competencies, Army practice and field training.



CONCLUSION

In general, it is proposed to organize the military-pedagogical process based on an integrative approach, in order to ensure that in this military-pedagogical process the cadet is involved as an object of active military education, and not a passive participant. In this case, it is advisable to use techniques that form military-professional competencies of cadets, regardless of the conditions in which they are trained. This in turn:

to the internal and external aspect of military-pedagogical influence;

to identify military-pedagogical deficiencies;

to confirm the successful results of military education;

to plan further stages of the military process;

to generate motivation by encouraging success in the results of military education and to guide the next complex steps;

the military-pedagogical process is also achieved to improve the conditions, ensuring the effectiveness of the functioning of such a complex system as "military education – army" makes it possible to abandon it on the basis of similar military-didactic principles;

military-professional competence requires the consideration of modern risks and threats in order to eliminate and improve the professional problems observed in the process of military practice, that is, the provision of State defense;

all the contents of the military-pedagogical process in the formation of military-professional competencies (military-pedagogical resource, pedagogical, cadet, military-pedagogical conditions, etc.) necessitates achieving functional participation. Because today's structural-formal participation is not in demand in terms of its content-essence.

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