



Military pedagogy: problems of military pedagogical research of didactics and education of military personnel

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ARTICLE INFO

Article history:

Received September 2020

Received in revised form 15
September 2020

Accepted 25 September
2020

Available online
1 October 2020

Keywords:

military pedagogy
military education
training of military
personnel
officers
cadets.

ABSTRACT

Article examines development of military pedagogy as a necessary means for the versatile training of future officers, modern problems of military pedagogical research of didactics and education of military personnel. There are also specified methodological foundations of domestic military pedagogy and its application in modern conditions of development of military education, issues of the level of competence of officers when working with personnel are touched upon. Formation of military professional competencies are reflected.

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Ҳарбий педагогика: ҳарбий-педагогик тадқиқотлар дидактикаси ва ҳарбий хизматчиларни тарбиялаш муаммолари

АННОТАЦИЯ

Калит сўзлар:

ҳарбий педагогика
ҳарбий таълим
ҳарбий хизматчиларни
тарбиялаш
зобитлар
курсантлар.

Ушбу мақолада ҳарбий педагогиканинг офицерларни ҳар томонлама тайёрлаш учун зарур восита сифатида ривожлантириш, дидактиканинг ва ҳарбий хизматчиларни тарбиялашнинг ҳарбий педагогик тадқиқотлари ҳамда замонавий муаммолари муҳокама қилинади. Миллий ҳарбий педагогиканинг услубий асослари ва ҳарбий таълимни ривожлантиришнинг ҳозирги шароитда қўллаш, шахсий таркиб билан ишлашда офицерларнинг ваколатлари даражаси масалаларига тўхталиб ўтилиб, ҳарбий касбий ваколатларни шакллантириш хусусиятлари

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акс эттирилади.

Военная педагогика: проблемы военно-педагогических исследований дидактики и воспитания военнослужащих

АННОТАЦИЯ

Ключевые слова:

военная педагогика
военное образование
воспитания
военнослужащих
офицеры
курсанты.

В данной статье рассмотрены вопросы развития военной педагогики как средство, необходимое для разносторонней подготовки будущих офицеров, современные проблемы военно-педагогических исследований дидактики и воспитания военнослужащих. Уточняются методологические основы отечественной военной педагогики и применение ее в современных условиях развития военного образования, затронуты вопросы уровня компетенции офицеров при работе с личным составом. Отражены особенности формирования военно-профессиональных компетенций.

Since the inception of the army as a specific social phenomenon, the training and education of personnel has been and remains the most important component of military activity. In essence, this is practical military pedagogy - a necessary, obligatory means of versatile preparation of soldiers for the successful conduct of hostilities.

What is the definition of military pedagogy? Military pedagogy is a branch of pedagogical science, the military pedagogical process of education and training of both military personnel and military teams in the periods of preparation for the successful conduct of hostilities and military professional activity [1, p. 6].

Initially, military pedagogy emerged as a practical activity of commanders and subordinates. Over time, knowledge about the training and education of warriors was accumulated, which was passed on from generation to generation in the form of legends, covenants, proverbs, sayings: "... their positive or negative experience should serve us to improve our society and prevent the repetition of the mistakes of the past ..." [2, p. 4].

As the complexity of military affairs, especially in the era of the formation of states, the creation of relatively numerous regular armies, military pedagogical thought is further developed. The relevant experience is reflected in instructions, manuals, statutes, orders and other written sources. A significant contribution to this was made by A.V. Suvorov, M.I. Kutuzov, D.F. Ushakov, S.O. Makarov, M.I. Dragomirov.

A.V. Suvorov said: "If you want true fame, follow the footsteps of virtue ... Whoever runs after it, it runs away from that person, and the truth is favorable to virtue only" [6, p. 13].

In the late XIX - early XX century, military pedagogy began to take shape as an independent scientific branch. The works of M.V. Frunze, M.N. Tukhachevsky, I.E. Yakir, the experience of training and educating soldiers during the Civil and Great Patriotic Wars served as the basis on which modern military pedagogy was formed. Its development was facilitated by the works of A.G. Bazanov, G.D. Lukov, A.V. Barabanshikov, N.F. Fedenko, V.P. Davydov, V.N. Gerasimov, V.I. Vdovyuk, V.Ya. Slepov, V.I. Khalzov and others.

Currently, there is an intensification of research on the problems of didactics and education of military personnel. The methodological foundations of military pedagogy are being clarified, liberation from ideological priorities is taking place. Today, the bulk of military educational research contains special methodological developments, which are based on the results of fundamental research of modern science and practice, the historical and pedagogical analysis of the phenomena under consideration. Such an approach to the methodology of military pedagogy made it possible to constructively evaluate accumulated scientific potential, to use the available scientific achievements with maximum efficiency.

Currently, a lot of work is underway to thoroughly and objectively comprehend military pedagogical experience, foreign pedagogical ideas, modern pedagogical technologies and trends in the development of education, taking into account their application in the training and education of military personnel. Much effort is made to establish and improve multi-level system of military education, its relationship with professional higher education system: "...the method is designed for teachers. It is based on the requirements of the state educational standard for higher or secondary vocational education, qualification requirements for military professional training of graduates" [5, p. 2].

Dynamic development of all spheres of the life of society necessitates a high psychological and pedagogical training of officers for effective leadership of subordinate servicemen and military collectives. Currently, an urgent task is to improve the pedagogical culture of military personnel. Its solution is viewed as one of the most important means of improving educational process in the troops.

Integration and expansion of cooperation of representatives of military pedagogical science with military political scientists, sociologists, psychologists, historians, economists, military specialists is being carried out, interaction with professionals from other branches of pedagogy is expanding. All this allows military pedagogy to comprehensively and systematically consider the problems of upbringing, training, education, professional and personal development of servicemen.

Modern problems of military pedagogical research are exacerbated by the large-scale reform of military specialists training. First of all, military educational and scientific centers are being formed in the system of military education, which are a new form of integration of military education and pedagogical science. Military educational and scientific centers are created to improve the efficiency and quality of the educational process, rational use of intellectual, material and information resources for training specialists and conducting research in priority areas of science development.

The growing role of highly qualified military specialists is due to:

- need to update scientific, pedagogical and scientific personnel in the system of higher military vocational education;
- interest of graduates of military universities in postgraduate professional education and obtaining an academic degree;
- need of military educational institutions for personnel of scientific and pedagogical specialties in connection with the increasing complexity of the tasks of military education being solved.

By the topical themes of fundamental and applied military research include:

1. Fundamental educational foundations of the military education strategy;
2. Personality of a soldier in the system of continuous military education;

3. Theoretical and applied problems of the development of military education systems.

Currently, there is a modernization underway in the field of military education. In military universities, professional training is focused on providing troops with officers whose level of competence meets the requirements of modern competitiveness: "... the role of the competence- based approach in training will be considered from the point of view that the result of such a process may consist in the development of a person's ability to act in various problem situations, in terms of skills and skills"[5, p. 2].

These circumstances indicate presence of a problem between cadets acquired during the period of study at a military university and pedagogical knowledge, skills and abilities recorded in reality, without which their successful professional activity in the troops is impossible. If we analyze modern textbooks and teaching aids, in which normative, established pedagogical knowledge is presented, then they differ little from textbooks of past years. The ideological orientation of the old manuals is discarded in the new pedagogy books for military universities and the texts are embellished with psychological theories and concepts of personality development, which are not adapted to pedagogical reality: "... In the interaction of military personnel, their attitude to activities is formed. Any communication between a teacher and a pupil passes through the inner world, consciousness and feelings..." [3, p. 325]. At the same time, society and the state have changed so significantly that not taking into account the situation, it starts knowingly training a future officer to work with personnel, which is not very productive.

In modern society, such historically formed values as "Fatherland", "patriotism", "loyalty to traditions", "duty", "dignity", "defense of the Fatherland" are being interpreted in a new way.

In general, one of the ways for new theoretical and practical generalizations, further improving the education and training of military personnel in modern conditions is the study of the richest experience, development of the theory and practice of training military personnel in different periods of our history.

Thus, the system of training and education of servicemen, military pedagogy, has passed the difficult path of its formation and development. It is based on a powerful foundation of pedagogical thought and practice of world pedagogical experience. All this serves as the basis for the development of theory and practice, education and training of military personnel.

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