

# DEVELOPMENT OF PROFESSIONAL AND PERSONAL TRAINING OF CADETS IN INSTITUTIONS OF HIGHER EDUCATION

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**Abstract.** The article examines the development of professional and personal training of cadets of higher educational institutions, and also formulates the main theoretical approaches to the process of development of professional responsibility of cadets of military universities.

**Key words:** professional training, cadets of military universities, personal development, principles of organizing military professional activities, contradictions driving the development process.

In modern psychological and pedagogical science, an idea has developed of the professional responsibility of cadets as a stable, integrative professionally important quality of the individual, the development of which, due to the requirements of military professional activity, the needs of society and the individual himself, should be one of the mandatory goals of the educational process of a military university. The patterns of development of professional responsibility of an individual, revealed in pedagogical theory and practice, can serve as a scientific basis for organizing the education of professional responsibility of cadets, but for this they need to be identified, described and adapted to the conditions of the educational process of a military university, to each socio-professional group.

“Development” is one of the basic philosophical categories, reflecting one of the ways, the principles of being. The Great Soviet Encyclopedia defines development as “...an irreversible, directed, natural change in material and ideal objects” [1]. Among the numerous concepts of development, we have chosen theories that have developed in line with the dialectical approach, since dialectics, as defined by G. Hegel, is not only a holistic theory of development, based on the idea of contradictory relations of forms of being, it has a strong position in psychology and pedagogy [2], and at one time it was the methodological basis of the leading personal-activity approach to the organization of pedagogical processes for our research.

Modern theories of dialectics belong to A.Ya. Berman [3], A.S. Kazennov [4], V.Ya. Ognev [5] and other authors. From the standpoint of dialectics, which in these theories serves as a way of understanding reality, the development of professional responsibility of cadets can be considered a natural process of continuous change in qualities, education and personality states under the influence of:

- unity and struggle of opposites. Professional responsibility as a phenomenon at each moment in time is characterized by opposing properties that are in opposition. Thus, professional duty and responsibilities, while they are external, are opposed to the cadet’s own interests, the moral and ethical norms of the officer corps are the norms that he internalized before military service, individuality is opposed to the collective nature of military professional activity, and freedom is a necessity. The intensification of the struggle of opposites, the emergence of acute contradictions leads to a qualitative change in the cadet’s personality in general and professional responsibility in particular;

- transition of quantitative changes into qualitative ones. This law determines the emergence of a qualitatively new level of professional responsibility of cadets with the accumulation of the



necessary knowledge and ideas, experience of a responsible attitude towards military professional activities, professional development and the team, internalized norms;

- negations of negations. The new qualitative state of professional responsibility in the process of dialectical development makes the accumulated knowledge, skills and experience insufficient, forcing us to consider professional responsibility in the context of a new socio-professional status. Moreover, it is a continuation and bears the features of the previous state.

The development of professional responsibility requires attention to the leading type of activity, which determines the main changes in the individual at this stage of her life. In relation to cadets of a military university, two types of leading activities can be distinguished: educational and military-professional, and in addition, it should be emphasized that they are in unity in the process of mastering the educational disciplines of the professional block.

The theories of the activity approach applied to solving the problems of this study allow us to draw the following conclusions:

- the development of professional responsibility of a military university cadet is a manifestation, a side of the overall development of the holistic personality of the future officer, which is determined by the internal contradictions experienced by the individual between the level of military professional activity that he has and the level that he strives to master;
- the main condition, means and environment for the development of professional responsibility of a cadet are two types of leading activities - educational and military-professional, which are in unity in the process of mastering the disciplines of the professional block;
- the developmental impact is carried by individual and free acts of responsible attitude of an individual cadet in the process of activity, compliance with the “interiorization - exteriorization” cycle, which ensures the transition to a new level, is determined by the constant complication of activities that require a responsible attitude against the backdrop of the complication of general requirements for professional training cadet;
- developing contradictions can be “artificially” aggravated due to pedagogical influences that expediently organize educational and military-professional activities in the process of mastering disciplines of the professional block.

From the standpoint of the methodological personal-activity approach, a number of psychological and pedagogical studies have been carried out on the problem of the formation and development of professional responsibility. From these studies, it is possible to isolate a group of practice-oriented works that relate directly to the educational process of a university and, on their basis, to generalize successful pedagogical experience, and then use it to meaningfully characterize the process of developing the professional responsibility of military university cadets. Thus, experience shows the advisability of turning to the development of professional responsibility, such as:

- to a controlled process of development of professional knowledge, skills and formation of professional experience;
- to a process determined by the internal activity of the individual;
- to a consistent and natural change in personality caused by the complication and change of types of activity;
- to the process of forming internal locus control based on the activation of the spiritual values of a specialist and mutual responsibility in the team; etc [4].

There are relatively few military studies of professional responsibility that directly address the process of its development. We find in them a rationale for the determinants of the controllability of this process, such as:



- development of knowledge about the essence of military professional activity and the meaning of responsibility as a professional norm;
- a change in the motives of military professional activity from personal (pragmatic, self-realization, inheritance, etc.) to direct (related to the content of the activity, duty, its social significance, group identification, etc.);
- clarification and gradual understanding of the norms of institutional objective responsibility, their true meaning, the emergence of personal meanings to follow them;
- organization of professional situations requiring a responsible attitude [3].

The development of professional responsibility of cadets at a military university is a dialectical process of personality change, determined by the contradictions between the mastered level of military professional activity and the level to which the cadet consciously strives, controlled through the pedagogically appropriate organization of the cadet's educational and military professional activities, which presupposes free and individual acts of his responsible attitude towards military professional activities, professional development and the military team.

Theoretical provisions about the nature of the professional responsibility of cadets at a military university and the process of its development make it possible to identify general principles for organizing the educational and military professional activities of cadets necessary to solve the research problem. These include:

- the principle of the need for individual choice, observed when the cadet is specifically "put" in a situation where it is necessary to make a responsible decision alone;
- the principle of the possibility of free choice, which determines the need for greater degrees of freedom in activities than is customary in traditional practice;
- the principle of constant complication of activity, requiring the organization of situations of choice in the context of more complex professional tasks;
- the principle of unity of two types of leading activities of cadets: educational and military-professional, observed in the disciplines of the professional block [5].

A contradiction arises when a cadet is not satisfied with the degree of his approximation to the moral ideal of an officer, and since both professional responsibilities and awareness of Duty as the emerging meaning of life are constantly becoming more complex, it is in principle insoluble and ensures a constant process of personal development.

With regard to the information-cognitive component, the same function is performed by the contradiction between the real and the levels of professional knowledge and ideas necessary for making responsible decisions. This contradiction is formed by the nature of the professional career of military personnel, if we understand a career as a consistent change of professional statuses and roles, a change in the degree of realization of professional and personal potential, the psychological feature of which is satisfaction with the results of military professional activity [2; 3]. Increasing the professional status of a military personnel, be it official or unofficial status, is not so much the emergence of new rights as an expansion of duties and responsibilities.

The development of a cadet's personality is largely determined by the military collective, which in the junior years of training goes through the stages of formation from a simple social group, forced, due to organizational decisions, to carry out joint activities, to a strong and united military collective, the attributes of which are the unconditional acceptance of collective norms, complete mutual assistance and senior year fellowship. Professional responsibility as a collective norm, a responsible attitude towards the military team is not a question of establishing responsibility according to the principle "one is to blame - everyone is



responsible”; such a principle will be established itself at high levels of development of the military team; it is a question of pedagogical work with the team, collective education.

The dialectical process of development of a cadet’s professional responsibility (with its contradictions, continuous nature and connection with the general process of professional development), being “shifted” to the conditions of the educational process of courses at a military university, makes it possible to distinguish three stages of development, for each of which it is possible to determine its own pedagogical conditions of effectiveness : stage of organization and adaptation; stage of external development; stage of self-development.

The pedagogical task at the stage of organization and adaptation is to accustom cadets to military-professional and educational activities in those regulations that are established by regulatory documents at various levels, responsibility for their violations. The cadet’s responsibility for strict adherence to these standards can be considered a primary professional responsibility.

The main pedagogical efforts are focused on the development of the information-cognitive component, since the contradiction driving it is formed most easily, and through direct pedagogical influences: training and education. At the stage of organization and adaptation, not only the standards of responsibility themselves are subject to study, but also the reasons for their establishment related to the content of military professional activity. Professional responsibility is presented to the cadet as a professionally important quality that must be mastered and without which it is almost impossible to become a professional; its role and functions in the holistic picture of military professional activity are studied. The experimental-behavioral component develops in the process of training in performing elementary tasks of military-professional and educational activities in the order established at the university. The contradiction between the procedure to which the cadet was accustomed before military service and the one prescribed to him at the university is intensifying. In the process of mastering norms and rules, the initial negative reaction to them is replaced by a restrained one, and then a positive one, accompanied by positive emotions associated with the fact that, in the prescribed manner, the tasks of military-professional and educational activities are carried out easier and more efficiently. In military education, one becomes familiar with models of fulfilling military duty and professional duties, and institutional standards of responsibility are gradually introduced, which are no longer considered strict and unnecessary. In solving the traditional task of instilling respect for officer honor, the place of professional responsibility in this code is established. The practice of strict adherence to order and rules is the first experience of a responsible attitude, requiring certain volitional efforts. If successful and against the backdrop of the cadet’s general adaptation to the military-professional environment and military-professional activities, we should talk about resolving the initial contradictions and their emergence at a new level associated with the need to demonstrate a responsible attitude in situations that are not regulated by order and rules.

The stage of external development, like the previous one, provides for the predominant activity of teachers and commanders with the ever-increasing personal activity of junior cadets. The pedagogical task is to actualize professional responsibility as a quality necessary to become an officer.

In educational activities, the cadet is entrusted with ever-increasingly complex educational and professional tasks, the solution of which has many options and requires an accurate calculation of the consequences. It is important that the internal criteria for assessing the result become criteria that correlate with the moral and ethical standards of the officer and his duty.



The military-professional activity of junior cadets at this stage remains practically unchanged, however, commanders and teachers are able to create real situations in it that require a responsible decision and thereby form the experience of a responsible attitude.

The development of professional responsibility of junior cadets at the stage of external development is facilitated by the formation of a cadet team, in which, with appropriate collective education, the norms of the officer corps are reflected, including mutual collective responsibility for the overall result.

As a result of organized educational and professional activities, by establishing in the minds of the cadet the true role of professional responsibility, accepting responsibility as a moral norm, gaining experience of independent and free responsible decisions, removing fears for independent actions and accumulating positive emotions due to the acquired independence in educational and professional activities, contradictions are resolved at the level of managed educational and military-professional activities. Since the professional development of a cadet at this stage requires greater independence in both one and another type of activity, contradictions immediately arise at a new level.

At the stage of self-development of professional responsibility of cadets, the contradictions driving the process under study are associated with the need to independently choose the level of responsibility and complexity of the tasks to be solved in military-professional and educational activities, as well as the emergence of a vector of independent, not externally controlled professional development. The key is the activity of the cadets themselves, and external teaching activities are carried out in a support mode. The new formation of the stage, in our opinion, will be reflection on the development of the cadet's professional responsibility, which arises provided that he is motivated and encouraged to choose increasingly responsible tasks, as well as special preparation for reflective activity.

Thus, the development of professional responsibility as an integrative and professionally important quality of cadets will prepare him for the next stage of professional development - senior training and full mastery of the professional role of an officer.

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