

THE ROLE OF TEACHING METHODS IN THE MILITARY EDUCATION SYSTEM

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ABSTRACT. This article analyzes the role and significance of modern teaching methods used in training cadets at higher military educational institutions. It substantiates the need to move from the traditional lecture-seminar system to interactive, problem-based, and practice-oriented methods. The author examines the criteria for selecting methods in military pedagogy and their influence on the formation of cadets' professional competence.

Keywords: military education, teaching methods, cadet, professional training, interactive learning, pedagogical technology, problem-based learning.

The nature of contemporary military conflicts, the rapid advancement of weaponry and military equipment, and new forms of combat operations are placing qualitatively new demands on the military education system. Today, an officer must possess not only a high level of personal combat proficiency but also the ability to make rapid decisions, think independently in turbulent situations, and effectively command subordinates. Such competencies cannot be formed solely through traditional methods oriented mainly toward the transmission of theoretical knowledge. For this reason, improving teaching methods in higher military educational institutions and adapting them to contemporary requirements has become one of the pressing pedagogical problems.

The methods used in the military education system can conventionally be divided into three groups: verbal (lecture, conversation, explanation), demonstrative (demonstration, use of models and training simulators), and practical (exercises, tactical games, combat training sessions). In recent years, interactive methods — case studies, role-play and business games, and simulation technologies — have been actively entering this system. The advantage of such methods is that they turn the cadet from a passive listener into an active participant and develop the skill of applying acquired theoretical knowledge in practical situations.

The method of problem-based learning occupies a special place in military pedagogy. The cadet is presented with a problem-based task close to a real combat situation and is encouraged to find a solution on the basis of existing knowledge, logical analysis, and group discussion. This approach not only reinforces knowledge but also cultivates personal

qualities necessary for an officer, such as critical thinking, initiative, and a sense of responsibility.

The use of modern training and simulator technologies is of particular importance. Virtual simulators make it possible to reproduce real combat conditions in a safe environment, work on mistakes, and restart the exercise at any stage. This, in turn, reduces the material and technical costs of the educational process while increasing the quality of training.

In selecting methods, it is necessary to take into account the age and psychological characteristics of cadets, the composition of the group, the complexity of the subject matter, and the level of material and technical support. No method is effective in itself — its correct selection and harmonious combination with other methods is of essential importance.

The experience of foreign military education systems provides valuable material on this issue. In particular, the principle of "action learning" applied at the United States Military Academy at West Point, the system of practical training aimed at developing leadership qualities at the Royal Military Academy Sandhurst in the United Kingdom, and the complex tactical-special training widely used in the military academies of the Russian Federation reflect the global trends of modern military pedagogy. Adapting and introducing this experience to national conditions can serve as an important source for enriching the domestic military education system.

The application of virtual and augmented reality (VR/AR) technologies in military education is a direction deserving particular attention. With the help of VR simulators, a cadet gains the opportunity to practice, in a safe setting, decision-making in tactical situations, the use of weaponry, and the performance of collective actions within an environment that almost fully imitates a real battlefield. AR technologies, in turn, increase the effectiveness of the educational process by providing additional information during real training sessions — for example, digital indicators of equipment status or the tactical situation in real time. The introduction of such technologies naturally requires an appropriate material and technical base and specialized training for instructors.

Improving the system for assessing the effectiveness of teaching methods is also one of the important tasks. Alongside traditional written and oral forms of assessment, it is necessary to develop a system of criteria that comprehensively evaluates a cadet's actions in practical situations. This should take into account not only the level of theoretical knowledge but also indicators such as speed of decision-making, resilience to stress, and the ability to work in a team. Modern digital assessment systems, including tools such as electronic portfolios and competency maps, considerably facilitate this work.

On the basis of the analysis presented above, the following practical recommendations can be formulated: first, to rely on a competency-based approach when developing the set

of methods for each academic discipline; second, to organize regular professional development courses on modern pedagogical technologies for faculty members; third, to gradually introduce VR/AR-based educational and methodological centers in military educational institutions; and fourth, to develop a system of complex criteria for assessing cadets' practical training and to standardize it across all departments. The consistent implementation of these recommendations will serve to significantly improve the quality of military education.

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