

Pedagogical technology in professional-practical physical training of students of the faculty of military education

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Summary: The article examines the issues of introducing pedagogical technologies for professional-practical physical training into the educational process in the training of specialists in military education before conscripts in the faculties of military education of higher humanitarian educational institutions.

Key words and phrases: pedagogical technology, innovation, tool, modular teaching, military skills, professional education, motivation, dynamics, program, block.

The fundamental task of the higher education system is to fundamentally improve the higher education system, to fundamentally revise the content of personnel training based on the priority tasks of the country's socio-economic development.

One of the urgent problems of pedagogy at the modern stage of the development of public education of the Republic of Uzbekistan is the training of highly qualified scientific and pedagogical personnel for all levels of the educational system. It assigns responsibility to the pedagogical team of specialized faculties for the formation of deep knowledge and practical skills in students for their future professional activities, and sets great demands on specialists in military education.

According to many authors, the monitoring of the maturity of the professional-pedagogical skill of a military education specialist before the next call-up has shown that he reaches the necessary level of improvement after 7-8 years of pedagogical activity in educational institutions.

Progressive changes taking place in society advance various components of professional education, its structure is improved, new innovative teaching technologies, methods and forms of educational content implementation are introduced. Undoubtedly, special order higher educational institutions are tasked with developing effective methods of training in the educational process that lead to the improvement of the quality of professional knowledge, qualifications and skills of military education specialists during the specified study periods until the next call [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18].

In professional-practical sports, including in the military profession, the effect of an integral emphasis on the development of movement and closely related abilities is clearly visible. If the

subject of sports specialization has a significant commonality with professional activity, both in terms of the quick composition of movements and in terms of the nature of demonstrated abilities, then the intended sports improvement can have a correspondingly positive effect on professional activity. It is this professional-practical sports that is the determining factor.

A full range of information is necessary for a teacher of military education, because he needs to organize his professional activity on the basis of theoretical and political knowledge in the field of military technology, military doctrine and informatics, and show high creativity in various areas of professional activity determined by the knowledge and information reserve.

The professional-pedagogical orientation of the teacher unites his ideals, interests, material self-interest and demonstrates his professional level based on the real possibilities of matching the personal qualities of the teacher, the requirements of the educational process.

The practical activity of the pre-service military education teacher in training teenagers to serve in the Armed Forces relies more on the study of the general states of the theory of cognition and the movement of people around them. In studying the advanced experience of practical work with pre-conscription age, based on the theoretical foundations of pre-conscription military training, the general conditions of training and upbringing, psychological preparation are formed, and the effective model, algorithm and technology of the upcoming military service are described.

It is known that the subject of "Military education before the draft" forms and develops high will-psychological, intellectual, physical and combat qualities, military skills, which are necessary for training and education, the laws of psychological training, and high combat readiness [19,20,21,22,23,24,25,26,27,28,29,30,31,32,34,35,36,37].

The main pedagogical tasks in the training of specialists in military education before the draft include:

- to study the essence, laws and features of the pedagogical process;
- taking into account the changes in the life of society and the Armed Forces, creating an effective concept of educating students of the specialized faculty;
- development of teaching and training processes, forecasting of voluntary and psychological provision of daily and combat activities in the future;
- to justify the content, methodology and laws of self-improvement of students and to create conditions for their motivation and interest;
- development of the theory and practice of formation of the pedagogical culture of a military education specialist before the next call.

The methodological basis of pre-draft military education is the regulation on the role of the will-psychological factor in the Armed Forces and the essence of training.

In the process of training specialists in military education before the draft, the main tasks are distinguished:

- creating conditions for self-realization (showing) of students in terms of physical training;
- introduction of innovative technologies of education and upbringing into the educational process.

It was determined that the nature of the future profession largely determines the content of professional-practical physical training of students. In order to correctly select and use professional-practical physical training tools, the specialist needs knowledge about the level of physical load in the process of his upcoming work. It is important to recognize that the model program requires sufficient emphasis on professional physical training of students.

Based on the requirements for the modern pedagogical technology of teaching, it is recommended to introduce additional sections of health-oriented physical improvement, sports-health and practical movement improvement into the pre-draft military education program.

We would be wrong if we believe that only exercises that are similar in form of professional activities serve as suitable tools. As a means of professional-practical physical training, they need to have a deep understanding of its essence in an attempt to bring physical culture closer to labor practices through simple imitation of physical exercises [38,39,40,41,42,43,44,45,46,47,48,49,50,51,52,53,54,55].

The reasons and circumstances necessary for the introduction and further improvement of vocational-practical physical training in the vocational education system are as follows:

1. The time required to master a professional skill depends to a large extent on the level of functional capabilities of the organism and the level of development of physical abilities, the variety and improvement of movement skills and skills acquired by them.
2. Stability of the physical condition, without it, health and effective formation of the human body cannot be realized, therefore, the high efficiency of any professional activity remains an important part of the stability of the physical condition.
3. Social and scientific-technical growth forces the specialist to constantly develop professional skills and abilities, which are considered an integral part of his physical improvement.

According to the results of the comparative pedagogical experience obtained during our research, it is appropriate to conduct training in the form of two annual cycles based on the professional-practical physical training program developed and introduced into the educational process.

Scientifically based professional-practical physical training program, its goals and tasks ensure the correct choice of methods and means of physical improvement of students during their studies. In accordance with the requirements of the physical training program, during the training of the students of the faculty of military education, the department of professional-practical physical training is divided into two separate annual cycles. Here, general physical training aimed at increasing movement readiness is carried out in the first phase, and in the second phase, the cycle consists of 4 blocks. The first block is focused on the development of general endurance.

The first block is focused on the development of general endurance. Modular training implies a methodical management of various activities of professional activity and a process of pedagogical technology that includes information and teaches the ability to work independently with the proposed program.

The second block is focused on the development of strength and power endurance, and the time allocated to this block is 70% of the total volume. Duration - 1 month or 4-week microcycle.

The third block is focused on the development of quickness and speed qualities, and the hour allocated to this block is 80% of the total time. The duration is 1.5 months or 8 weeks microcycle.

The fourth block is focused on the development of movement coordination and agility and is 70% of the total time allocated to this block. The duration is 1.5 months or 6 weeks microcycle.

For students of the III and IV stages of the Faculty of Military Education, sports-practical physical training was mainly used. It is based not on deep specialization in one sport, but on comprehensive sports training, which ensures the formation of comprehensive professional-practical skills and competencies, as well as comprehensive physical fitness.

Among the modern technologies, the technology of modular-targeted approach to the organization of sports-practical training is of particular note. Such an approach implies the creation of different teaching models according to the level.

The purpose of physical training is to form young men's physical and psychological readiness for successful implementation and use of physical capabilities, fighting methods, and to ensure high work ability during military service [56,57,58,59,60,61,62,63,64,65,66].

Based on the dynamics of student training indicators, model descriptions of training in basic sports disciplines were developed in the III and IV stages. Then, the appropriate growth sizes of the load, the structure, content, methods, forms of KAJT, that is, the model of the KAJT process, were determined. This model ensures the realization of the goal. The main composition of the general and special preparations was regulated and the dynamics of their effect was modeled according to the periods and stages of microcycles.

According to the structure of the educational process, two preparatory microcycles were divided. They corresponded to academic semesters in duration. Each microcycle consists of three blocks - mesocycles with a strong training effect lasting 6-8 weeks.

The first block-mesocycle (supplementary, special-training) is directed to the development of basic qualities (aerobic endurance and maximum strength), mastering the basic elements of the technique.

The second block - mesocycle (modifying, special training) is aimed at developing students' strength endurance and increasing the level of technical and tactical training.

The third block - mesocycle (executive) is intended for the improvement of special work ability and demonstration in the conditions of direct structural - combat training, training - combat practice [67,68,69,70,71].

The optimal ratio in the development of these qualities ensures high performance in various military activities. The clear duration and consistency of block mesocycles implies a smooth transition from priority use of one load to intensive use of another .

In the first and second stages, a block-module system consisting of four blocks aimed at developing general resilience was introduced, and in the third and fourth stages, a block system consisting of three blocks (supplementing, transforming and implementing mesocycles) was introduced, and it was tested during pedagogical experience and its high efficiency was proven. At the same time, the performance indicators of the students of the experimental groups at all stages improved reliably: the improvement of the results by stages in the 100 m run was 2.2-5.7%, in the long jump - 4.20-16.7%, and in the horizontal bar - 19.2 33 3000 M_ ,4-37.5%, 20.8-25.6% in pull-ups on the horizontal bar, 4.2-12.9% in the 10x10 m shuttle run, 9.1-21.2% in hanging legs on the horizontal bar formed

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