

**Methodological Foundations for Developing Professional Competence in Cadets of Higher Military Educational Institutions**

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**Abstract:** This article discusses the methodological foundations for developing professional competence in cadets of higher military educational institutions.

**Keywords:** composite index, combat spirit, moral-psychological, differential education, professional competence, design phase, reflexive phase, cognitive, social context.

In today's world, education is considered a key indicator of national development. Therefore, the success of a country is evaluated based on the Composite Index for Human Development, which measures objectives such as expanding education and improving healthcare. One of the most important factors in this regard is to raise a physically healthy, intellectually mature, independent-thinking, well-educated youth with a modern worldview, capable of taking responsibility for the fate and future of the nation.

In this context, the reforms and initiatives of President Sh.M. Mirziyoyev, especially in the education sector, have resulted in significant changes. Among these educational reforms, the priority has been to prepare military personnel as morally and patriotically motivated, combat-ready individuals. Real steps have been taken to develop and adopt legal and regulatory documents to improve the system. Key decisions in this regard include: the Presidential Decree of the Republic of Uzbekistan dated August 23, 2022, "On Comprehensive Measures for the Radical Improvement of the Activities of the Academy of the Armed Forces of the Republic of Uzbekistan", and the Presidential Resolution dated September 8, 2022, "On Additional Measures to Strengthen the Moral and Psychological Readiness and Combat Spirit of Military Personnel".

Furthermore, the strategy for implementing educational reforms includes the goal of improving all levels of the education system, ensuring that modern educational standards are met. This includes developing patriotic feelings in youth through education and training, providing the necessary conditions for them, and ensuring that highly qualified military personnel are prepared. This, in turn, will contribute to the country's progress and is a priority task of the state.

In line with these objectives, the development of the higher education system until 2030, under the slogan "From National Revival to National Prosperity," includes concrete mechanisms to achieve 48 indicators, and the evaluation of educational achievements - including those in military education - is essential. This system-wide monitoring allows for assessing the results of the educational process, ensuring that military personnel are prepared to meet international standards and serve as qualified specialists in the future.

We know that education, in terms of quality, is a driving force and a key factor in the progress of human society. Education serves as a tool to shape worldviews, guide individuals in choosing their lifestyle, and expand the mechanisms that influence various aspects of human life.

When implementing differential education based on the abilities of future military personnel, the following pedagogical aspects should be taken into account:

- The variability of the educational process;
- The alignment of the curriculum requirements with the educational program requirements of the armed forces;
- The study of educational-methodological materials based on modern demands;

- Providing cadets the opportunity to choose the direction for deep study of academic subjects;

- Adapting educational tasks to the individual capabilities of the cadets.

In our case, the requirements for professional competence are focused on developing specific human behaviors in particular conditions. This highlights the relevance of addressing the issue of professional competence from a pedagogical perspective.

In literature, methodology is primarily understood as the methodology of scientific knowledge, i.e., the principles, forms, and methods of building scientific and cognitive activities. The methodology of science describes the object of study, the subject of analysis, the research tasks (or problems), the components of scientific research, the tools necessary for solving such problems, and the sequence of the research process. The most important points of applying methodology include problem formulation, constructing the subject of study, building scientific theory, and verifying the accuracy of the results.

The outcome of the design phase is the constructed model of the system being created and its implementation plan. The outcome of the technological phase is the implementation of the system. The outcome of the reflexive phase is the evaluation of the implemented system and identifying ways for its further adjustment or launching a new project.

When it comes to professional competence, it should encompass the readiness and ability of an individual to implement the stages of methodology in conducting scientific research.

Along with the ability to successfully adapt to the social process, future military personnel should be equipped with knowledge of the various types of thinking and the distinctive features of preparing highly qualified personnel to solve the most important tasks related to the development of professional competence. This aspect of modern personnel training is widely developed in all countries of the world.

In our country, the distinctive features of the new era are primarily related to the state's sovereignty, full independence, the modernization of the entire state system, and the society's life, along with the higher education system. It is acknowledged that a system has been established to train specialists who are competitive and meet modern requirements, addressing the problems related to this.

Of course, training qualified personnel that meet these requirements is a priority task today, as not only the technology and value systems are changing, but also the education field, which has gone beyond national borders, is becoming globalized. Changes in the socio-political climate of the republic, its focus on structural changes in the economy, the development of industrial sectors, and the overall conditions define this historical period as the key factor for radically reforming the higher education system and the necessity of shaping a new generation of independent citizens of Uzbekistan.

Today, the most important context for ensuring the loyalty of citizens to our country's spiritual and political values, and their ability and readiness to preserve and defend these values, has become more significant than ever before.

In this regard, a proportional policy in higher education has been developed in the republic, creating a foundation that takes into account the national interests of the country. This means that education is the foundation that is built and supported by any state.

Therefore, education should be viewed from the pedagogical perspective as the unity of three interconnected processes:

- **Upbringing** (the internalization of the values accepted in society by the individual);
- **Teaching** (the acquisition of knowledge, skills, and abilities), which allows the individual to internalize the values they have chosen and ensures their socialization (the

internalization of rights and duties related to these values), and has a profound impact on various aspects of human life, including lifestyle, professional virtues, and moral behavior.

**Various sources show that today the ideas of professional competence are not only declared but are also being actively implemented in practice.** A worthy example of applying the ideas of professional competence is our country.

In this regard, Uzbekistan has joined more than 60 international documents. As a result, the harmony between national values and international standards is clearly reflected in the country's legislation and legal practices.

Within the framework of the documents adopted in the legislation, the work on developing professionalism, introducing modern technologies, implementing social changes, and carrying out targeted comprehensive programs continues systematically.

Based on the above, we can conclude that the effectiveness of the system for developing professional competence in future military personnel will be improved through the implementation of pedagogical conditions, provided that they affect three main directions:

- Organizing the educational process and its didactic content;
- Organizing educational work;
- Ensuring the personal development of cadets in military higher education institutions.

The choice of these pedagogical conditions should ensure the fulfillment of each of the above directions and positively influence the effectiveness of the higher education system.

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