

EFFECTIVE FORMS, METHODS AND TOOLS OF APPLICATION OF EDUCATIONAL TECHNOLOGIES IN THE PROCESS OF MILITARY EDUCATION

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ABSTRACT

This article discusses the use of modular education in the provision of knowledge in the field of military education in educational institutions, the development of educational tasks on relevant topics, as well as the organization and evaluation of control over their implementation.

The use of modular education in the provision of knowledge to students in the field of military education in educational institutions was based on the development of educational tasks on relevant topics, as well as the organization and evaluation of control over their implementation.

The use of problem-solving methods in the organization of lessons in the field of military education helps students to gain a deeper understanding of the nature of military work, knowledge by servicemen, the effective formation of skills and competencies required for thorough performance.

The fact that the problem situations suggested to the students were in the example of specific life events or specially grounded events ensured that their solutions were found correctly. By applying the method, students also acquire the skills to advance several options in solving a particular problem, evaluate their practical value, and choose the most appropriate among the proposed alternatives.

1. During an armed conflict, a civilian, although not officially a military serviceman, assisted the Armed Forces of his country in gathering information about the enemy. In this case, can this person be protected by the right to armed conflict?

2. Is it treasonous for a non-military combatant (medical officer) serving in the Armed Forces of a country to provide medical care to an enemy combatant during an armed conflict? Prove your point with evidence.

3. Two of the enemy combatants attacked vehicles with a sign of general protection of cultural values (a large white shield). At the international tribunal, they said they did not understand the essence of the sign. Does the fact that the combatants do not understand the essence of the emblem mean that no punitive measures will be taken against them?

4. How can one evaluate the military attack of the enemy combatant on the territory recognized as a neutral zone, on the people standing there?

Emphasis was also placed on the use of debate, another active method of problem-based learning in the study of military education topics. In order to make effective use of the discussions organized on the topics in conducting scientific research, they were organized in small groups.

Teachers of military education prepare questions for the discussion on the topic under study and develop rules for the return of answers.

Emphasis was placed on the most important elements of interactive education - the active application of interactive methods in the study of topics in the field of military education. Interactive methods such as "Blitz-survey", "Cluster", "Table" give effective results in the organization of lessons.

"Blitz-poll" was organized in the field of military education on "The emergence and development of the right to armed conflict." The "Blitz-poll" consisted of the following questions:

1. The right to armed conflict is
2. What is international humanitarian law?
3. International documents covering the essence of the law of armed conflict
4. Circumstances in which international humanitarian law applies
5. War
6. International armed conflict
7. Non-international armed conflict
8. Military situation
9. Sources of international humanitarian law

The cluster method, on the other hand, actively used the presentation method, which is one of the important elements of developmental education, in order to ensure the effective assimilation of learning materials by students on the subject.

The use of the presentation method in the classroom helps students to develop a responsible approach to the organization of military work, self-study, independent learning.

The didactic opportunities of collaborative education were also used effectively. The didactic potential of collaborative education is determined primarily by the ability of students to work in pairs and small groups, to complete learning tasks on the basis of dialogue and competition, to create opportunities for students to organize lessons independently.

In the lessons organized in the field of military education on the basis of cooperation education, science teachers, as well as the following conditions were created: students exchanged information distributed among them; working in pairs, each student had the opportunity to express their opinion freely; the fact that students were able to understand each other in class created a favorable psychological environment; the group students' mass performance of learning tasks united them; students interacted and helped each other succeed; mutual trust developed in the group; mental tensions were eliminated.

Students worked in small groups and in pairs to complete assignments on "Rows and Movements Without Weapons". To work in small groups and in pairs, students may be given the following assignments:

1. Demonstration of the row and its elements.
2. Explain the soldier's duty before and during the line-up on the basis of practical actions and oral statements.
3. Practical demonstration of the first executable teams ("Saflan", "Tekislan", "Rostlan", "Erkin", "Correct", "Cancel", etc.) with the participation of the group.
4. Demonstrate the ability to respond to greetings while standing in line.
5. Practical demonstration of standing in a line and turning on the ground.
6. Demonstrate movement with a row step.
7. Perform a military salute with or without a hat while on the move, in accordance with the rules.
8. Demonstrate mastery of greeting response skills while moving.
9. Practical demonstration of leaving, standing in front of the boss and standing in line.
10. As a rule, the line of the unit, the walking line of the unit and the line of the spreader.

Another type of person-centered learning technology is game technology, as mentioned above. In order to develop students' skills in organizing military work, we have developed a structure for the organization of a role play called "A day in the military service of a soldier."

The role-playing game "A day of military service" was organized in the following stages:

1. The goal of the game was set and the content was based.
2. The rules of the game have been developed.
3. A classroom and an open area were equipped to organize the game.
4. Students were acquainted with the conditions and rules of the game.
5. Roles and responsibilities were distributed among the students.
6. Each student was explained the essence of the role and task assigned to him.
7. The game process was organized by the students.
8. The teacher supervised the game process and, if necessary, corrected the mistakes of students and gave the necessary advice, practical instructions.
9. The game is over.
10. A discussion was organized on the organization of the game.
11. The final conclusion on the organization of the game was made and the students were thanked for their active participation in the game process.

The game requires the conditions of a military unit, so the educational institution was accepted as a "military unit". Students served in the "military unit" as senior and junior officers and subordinates (soldiers). During the game, the "soldiers" clean up in the morning, go to the kitchen, do physical training, act as a guard, take assignments from senior and junior commanders, report on their performance and performance, demonstrate theoretical knowledge, show each other in the military unit. they demonstrate situations based on practical actions, such as a practical demonstration of their greetings.

I think that the planning of the military education process and the conduct of training in the following order will serve as a factor to raise the level of knowledge of students.

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