

**MODERN TEACHING METHODS OF PREPARING FUTURE OFFICERS FOR  
EMERGENCY SITUATIONS (THROUGH COMPUTER GAMES)  
BO‘LAJAK OFITSERLARNI EKSTREMAL VAZIYATLARGA TAYYORLASHDA ZAMONAVIY  
O‘QITISH USULLARI(KOMPYUTER O‘YINLARI ORQALI)**

<sup>1</sup>Abdisattorov Asror Amirovich

O‘zbekiston Respublikasi Jamoat xavfsizligi Universiteti 123-o‘quv guruhi komandiri, kapitan

**ANNOTATSIYA**

ushbu maqolada bo'lajak ofitserlarni samarali o'qitish va o'qitish muammolarini hal qilish yangi samarali usullari o'rganilgan. Hozirgi zamon fan texnika-texnologiyalaridan kelib chiqib kompyuter o'yinlari orqali kursantlarda kichik ilmiy tadqiqot o'tkazilgan. Tadqiqot uch bosqichda amalga oshirilgan bo'lib undan kutilgan natijaga erishilgan.

**ANNOTATION**

This article explores new effective ways to effectively train and address the problems of training future officers. Based on modern science and technology, small research was conducted on cadets through computer games. The study was conducted in three phases and yielded the expected results.

**Kalit so'zlar:** kursantlar, zamonaviy usul, kompyuter o'yini, ekstremal vaziyat, model, ekperimental guruh, ofitser kadr, dizayn(grafika).

**Keywords:** *cadets, modern method, computer game, extreme situation, model, experimental group, officer staff, design (graphics).*

Effective training of future officers and the solution of training problems are inextricably linked with the search for new effective methods.

Teachers can use a variety of methods and techniques to acquire new knowledge and skills, but the most effective of these are business games [1].

If we define the essence of a business game in the most general form, we can say that this method of imitation is a way of making management decisions in different situations by playing according to rules set or developed by game participants. Therefore, business games are often referred to as management imitation games.

Business games are widely used: for research purposes, project development, team decision making, educational purposes, and more. This defines their diversity. It should also be borne in mind that games (often using electronic computers) require game participants (especially organizers) to have extensive and multifaceted knowledge in a variety of areas.

Business games are designed to develop and make management decisions. Such decisions are made in different areas of human activity, so the scope of application of business games is very wide. However, it is possible to distinguish four main directions (directions, areas) of use of business games: military tactical tasks, especially when it is necessary to take into account many factors for decision-making in extreme situations, not all of them can be in exact quantities; in scientific research, when certain problems, hypotheses and theoretical positions are studied and analyzed by the method of game modeling; in selecting reasonable options for design solutions, to identify organizational problems to be developed (design games); in the training of cadets in universities, as well as in the selection of leaders, especially in advanced training in institutes (faculties).

Documents are developed for each game, in which (or in its appendices) it is recommended to provide a dictionary of terms and concepts used to interpret them individually [2]. These are the simulated object or

process in the game, the business game brochure, the scenarios, the game environment, the rules (table), the administrator who manages the team of game organizers, the game teams, the players, o Concepts such as role, group. experts, computational group, game activity, game activity, motives (feedback) problem, business game entry and exit, business game equipment.

Introducing the participants to the business game is done in several stages. In the first stage, the administrator introduces the participants to the game in a general sense and provides them with game materials. Materials should be reproduced in such a way that everyone has the parts they need. Each participant then takes homework to study the game materials and prepare for the test.

After a certain amount of time, a second session will be held, in which the administrator will review the incomprehensible and controversial rules with the players and invite them to answer in writing questions related to the content and order of the business game. After the test, a test is done to master the game mode. After making sure that the game participants have mastered its order enough, the administrator announces that the game has started.

After going through several cycles (periods), participants of the business game acquire specific behavioral skills in difficult situations, develop accuracy and attention in the performance of their work, the ability to quickly perceive and analyze the results of activities.

If the game is played in several cycles, then after the last cycle the activity of the game participants and the value of each of its participants are analyzed.

From a constructive point of view, business games are characterized by a catalyst that affects the speed of input, output, sequence of participants 'actions (game rules), equipment, input and output transformations.

The introduction of a business game is provided with a certain initial data and information, and their reality is not required for educational games (unlike a real business game). In educational business games, only the initial data and some reliability of the quantitative parameters of the data are sufficient. In addition, participants (or instructors) can change the initial data during the game (which is not acceptable in a real game, as it means the beginning of a new business game).

The outcome of business games is the results of the game achieved (scientific results, project evaluation, decision-making), as well as the skills acquired by the participants, which give them the opportunity to participate in decision-making. in real combat or official conditions. The result of a learning game for a teacher is the accumulated experience and materials that you use to conduct a new type of game or to develop a new game.

The sequence of actions of business game participants is determined by a specific area of possible solutions. The rules of the game do not correct the decisions, one of which is chosen by this or that player at each step of the game. The rules are set in such a way that each player has the opportunity to restructure their work according to the intermediate results that emerge, although the information content of the game includes a certain list of pre-configured solutions by the game. even if you are allowed to enter the list. designers.

The equipment of any business game includes instructions, programs, data processing algorithms, and the non-automated form of the training game should be preferred in the cadet audience.

The catalyst for business games is the administrator, who has a number of specific factors that affect the speed of the game. Participants should also have certain incentives to speed up the game.

The basic principles of building and conducting business games are: Appearance and simplicity of business game design (model). A managerial simulation game, or as it is sometimes called, an artificial activity,

should be as simple as possible and complex enough to create the desired level of correspondence compared to a real activity to ensure the appearance of the experiment being performed. to the reality of the experiment.

Of course, the business game should not be oversimplified. With its design, the composition of the participants, the information and technical base, etc., it should reflect as fully as possible the essence and essence of the object simulated with its help.

Autonomy of themes and parts of business games. This principle requires a certain flexibility in the structure of the game so that its individual parts can play relatively independently.

Opportunity to further improve and develop the design (model) of the business game.

A rational combination of play and play activities in the gaming experience. In its most general form, a business game is created in the following sequence: game goal formation - game activity formation - game activity design.

Maximizing the exemption of business game participants, especially players, from routine game procedures.

Maximum use of ready-made developments (including computer programs with appropriate game design, models, information arrays, organizational normative documents, etc.).

Focus all elements of the game on solving the problem learned in the game. Holding a business game is not a goal in itself. Any business game is designed to help you solve a particular problem, study a particular production situation, make a decision, master a particular course or group of disciplines, and more.

It is advisable to follow a number of principles to organize game simulation experiments, among which the following are the most important.

Full integration of business game participants into the problems of the organizational system modeled in the game. This principle means that the participants of a business game must spend all their time studying and analyzing the issues related to this game.

The gradual entry of the participants of the business game into the experimental situation. The essence of this principle is that players receive all the basic information on the problem considered in the game, not before the start, but during the game activity. In addition, the first cycles of the game should be simplified as much as possible in order to easily master the game activities. These cycles should be accompanied by general lectures, not on specific topics related to the game. A detailed and detailed study of all material related to the game should be based on the experience of the trainees in the game setting. This sequence of business game allows participants to better mobilize to work more creatively and effectively with all materials on the problem being studied.

By the way, according to psychologists, students acquire the necessary skills in lectures - about 30%, with independent work with literary sources - about 50%, and with personal participation in the studied activity - up to 90%.

Same load. The implementation of this principle means that game participants receive new knowledge in relatively equal, equal parts each day. The materials provided to the players should be selected in such a way that their development is carried out at a relatively equal cost of mental and physical energy. Adherence to the same loading principle ensures an increase in the production capacity of the business game.

The acceptability of the experimental situation. This principle means that the game activity should be very similar to the real one. This will help the game participants to better understand the problem being studied, to be more active and creative in relation to the business. The principle of probability is realized in a business

game by: a) the probability of a reaction of the external environment; b) use of a set of actual forms of planning and reporting documents; c) the likelihood of management decision-making procedures and the means of communicating them to the executors; d) similarity with the actual organization of the interaction of game participants (meetings, holding meetings, etc.).

Involvement of the first head. This principle is that for the successful conduct of a business game, the participation of the unit commander (contact center, radio center, contact post, etc.) or his deputy is not only necessary, but necessary.

Experience shows that adherence to the principle of participation of the executive leader has a direct impact on achieving the goals of the business game. If the first manager participates in the game and takes it seriously, then other employees of the enterprise will perform the tasks that result from participating in the game experience with full experience, which is a psychological barrier that often arises between organizers and organizers. allows you to overcome the pressure. game participants. The principles listed are not an exhaustive list of all the requirements for developing and conducting business games. However, they serve as specific markers and milestones for business game developers, participants, and organizers, demonstrating the correctness of the way objects and systems are simulated.

The pedagogical faculty conducted a pedagogical work on "Formation of the readiness of future officers to make management decisions." The aim of the study was to develop a theoretically and methodologically sound and pedagogically effective system for shaping the readiness of future officers to make management decisions. It was suggested to use a set of research methods to test the hypothesis and solve the identified tasks: theoretical analysis of scientific psychological-pedagogical and military-specific literature on the research problem; analysis of the results of the activities of military faculties of military academies and universities, comments from military units on graduating officers; pedagogical experiment, during which the following monitoring methods were used: observation, explication, as a placement of the content of training of future officers; survey methods (interviews, questionnaires, interviews).

The study was conducted in three phases.

The first stage, discovery (2015-2016), analysis of psychological-pedagogical and military-special literature on the research problem, its theoretical understanding, identification of methodological attributes of pedagogical research (goals, objectives, formation hypothesis and pedagogical research (experiment) development of transfer program and methodology.

The second stage, theoretical and design (2016-2017), is devoted to the development of organizational and pedagogical aspects of designing a system for shaping the readiness of future officers to make management decisions and an experimental program of its technological application in teaching practice.

The third stage - the experimental (2017-2018) stage was to be the stage of implementation of the experimental research program, the development of methodological recommendations on the use of the results obtained in the practice of the educational process in the military department of the military unit. At this stage, special attention was paid to the use of management business games in the classroom. The results of the experimental work were summarized, mathematical processing of the experimental data was carried out, the effectiveness of the designed systems and technology was checked, and the design of the experimental materials was carried out.

A comparison of the data obtained on the results of the experimental sessions with the data of the detection phase showed that the application of the system and technology improved compared with the

comparison of the quality of training of respondents in the experimental groups. proved the management and effectiveness of the proposed approach to shaping the readiness of future officers to make management decisions. In the experimental group (EG), high (38%) and moderate (42%) levels predominated, while in the control groups (CG) respondents were mostly at low (36%) and average (40%) levels.

In conclusion, the main contingent of respondents in the experimental groups rose to a higher level of success. It is noteworthy that the cadets of the experimental group were trained according to the method proposed by the author and showed higher results than the cadets of the control group who did not participate in the experimental training in the past, which confirms the effectiveness of the proposed measures.

Analysis of the experimental data shows that the designed system has a positive effect on the formation of the readiness of future officers to make management decisions, the effectiveness of experimental didactic and methodological tools in their integration into the educational process.

An officer's profession is management. The graduate must be able to make management decisions and implement them independently and professionally. Experience has shown that the use of a business game in the training of future officers is an effective way to develop the qualities necessary for subsequent professional activity. Teachers involved in the officer training process need to know the basic concepts, methodologies, and procedures for creating business games and apply them extensively in the training process.

## REFERENCES

1. Mardaxayev LV, Kharchenko AA. Training of military university cadets in modern conditions: Textbook - method. under pension / Total. edit Kharchenko A.A. Orel, 1995.
2. Khrutskiy E.A. Organizing Business Games: A Training Method. Guide for environmental teachers, special. learn institutions. M., 1991. Efremov O.Yu. Military pedagogy. Textbook for universities. 2nd ed., Corr . and add. - Petersburg, 2017 .- 640 p.
3. The Law of the Donetsk People's Republic "On Education" dated June 19, 2015, (Resolution No. I-233P-NS), - 2015.
4. Korkotsenko M.N. Methods for the formation of military-professional competencies among cadets of a flying university, [Electronic resource] / "Bulletin of military education" No. 7, 2017.
5. Strategy of the Spirit: Fundamentals of Troop Education According to A.V. Suvorov and M.I. Dragomirov/ Comp . A.E. Savinkin, I.V. Domnin.2000. 184 p.
6. Surtaeva N.N. Problems of pedagogical innovation in professional education /N.N. Surtaeva, A.A. Makarenya, S.V. Krivykh// Materials of the 16th International Scientific and Practical Conference - SPb .: Express, 2015 .-448 p.