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Factors For Improving the Professional and Physical Training of Students of The Faculty of Military Education

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***Abstract:** The article examines the introduction of pedagogical technologies in the educational process of vocational and physical training in the training of specialists in the field of conscription in specialized faculties of higher humanitarian education.*
***Keywords and phrases:** pedagogical technology, innovation, structure, military skills, concept, motivation, methodology.*

I. INTRODUCTION

At the current stage of development of public education in the Republic of Uzbekistan, one of the most pressing issues of pedagogy is the training of highly qualified scientific and pedagogical staff for all levels of the education system. He assigns responsibility to the pedagogical staff of specialized faculties for the formation of deep knowledge and practical skills in the future professional activity of students, sets great requirements for specialists in military education. According to many authors, monitoring the maturity of professional and pedagogical skills of a military education specialist before the next conscription will reach its required level of improvement after 7-8 years of pedagogical activity in educational institutions. Progressive changes taking place in society promote various components of vocational education, improve its structure, introduce new innovative technologies of teaching, methods and forms of implementation of educational content. Undoubtedly, the task is to develop effective teaching methods in the educational process, which will lead to an increase in the quality of professional knowledge, skills and abilities of military education specialists in the future. A pre-service military education teacher needs a whole wide range of information, as it requires high creativity in various areas of professional activity, determined by the organization of his professional activity and knowledge and information base on the basis of theoretical and political knowledge in military engineering, military doctrine and informatics.

The professional and pedagogical orientation of the teacher combines ideals, interests, material interests, and the real possibilities of the personal qualities of the teacher, the requirements of the educational process, reflect his professional level.

The practical work of a pre-service military education teacher in preparing adolescents for service in the Armed Forces is based more on the study of the general context of cognitive theory and the movement of others. In the study of best practices in practical work with pre-conscription age, based on the theoretical foundations of pre-conscription military training, general conditions of training and education, psychological training are formed, an effective model, algorithm and technology of upcoming military service are described. It is known that the subject of "pre-service military education" forms and develops the training and education, the laws of psychological training, high will-psychological, intellectual, physical and combat qualities, military skills, necessary for high combat readiness.

The main pedagogical tasks in the training of specialists in pre-service military education include:

1) To study the essence, laws and features of the pedagogical process;
2) Development of an effective concept of educating students of specialized faculties, taking into account changes in society and in the Armed Forces;
3) development of training and educational processes, forecasting of future voluntary and psychological support of daily and combat activities;
4) Substantiate the content, methodology and laws of self-improvement of students and create conditions for their motivation and interest;
5) Development of the theory and practice of formation of pedagogical culture of the military education specialist before the next conscription.

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

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The main tasks in the process of training specialists for pre-service military education are:

a) Creation of conditions for self-realization (demonstration) of physical training of students;

b) Introduction of innovative technologies of teaching and education in the educational process.

It was found that the nature of the future profession in many ways determines the content of professional and practical physical training of students. Here, in order to properly select and apply professional physical training tools, the specialist will need knowledge of the level of physical activity in the process of the work ahead. It is important to recognize that the model program requires that sufficient attention be paid to the professional physical preparation of students.

Based on the requirements of modern pedagogical technology of training, it is recommended to include in the pre-conscription military education program additional sections consisting of physical training aimed at health, sports and health and movement in the practical direction.

It would be a mistake to assume that only exercises that are similar in form of professional action will serve as a suitable tool. They need to have a deep understanding of its essence in an attempt to bring physical culture closer to work practice through simple imitation (simulation) of individual labor movements in a timely manner as a means of professional physical training.

The reasons and circumstances necessary for the introduction and further improvement of vocational training in the system of vocational education are:

- The time required to master a professional skill depends in many respects on the level of functional capabilities of the organism and the level of development of physical abilities, the diversity and improvement of movement skills and abilities acquired by them.
- The stability of the physical condition, without which the health and effective formation of the human body will not take place, so the high efficiency of any professional activity remains an important part of the stability of the physical condition.
- Social and scientific-technical growth compels the specialist to constantly develop his professional skills and abilities, which are an integral part of his physical development.

The results of sociological research conducted among professors and teachers of the Faculty of Military Education allowed to determine the following:

- According to 94% of professors and teachers, pre-service military training of students of the Faculty of Military Education is important in the system of educational institutions, 2% of teachers do not need special hours and 4% find it difficult to answer.
- The majority of respondents believe that in addition to the mandatory practical training in sports provided for in the state curriculum, it is necessary to introduce elements of vocational training in the educational process, depending on the stage of education, provided that teachers monitor physical activity.
- All the teachers surveyed indicated the need for continuous improvement of the program of vocational and practical physical training of students studying at the Faculty of Military Education before the call-up.

An analysis of the results of a survey of respondents on the importance of some physical exercises in sports included in the curriculum found that the greatest efficiency is achieved through the introduction of all martial arts (20.1%), followed by athletics related to speed-strength qualities (17.2%).), sports (15.1%), Oriental martial arts (14.3%), endurance cross (13.4%), swimming as a compulsory subject in secondary special education (10.2%), movement of students gymnastics (9.7%), which solves the problem of improving coordination.

The results of comparative pedagogical experience obtained during our research show that according to the program of vocational training developed and implemented in the educational process, it is advisable to conduct training in the form of a two-year cycle.

In the first and second stages, a four-block, modular system aimed at developing overall endurance was used, in the third and fourth stages, a three-block (complementary, modifying and implementing mesocycles) block system was introduced and tested during pedagogical practice and proved to be highly effective. .

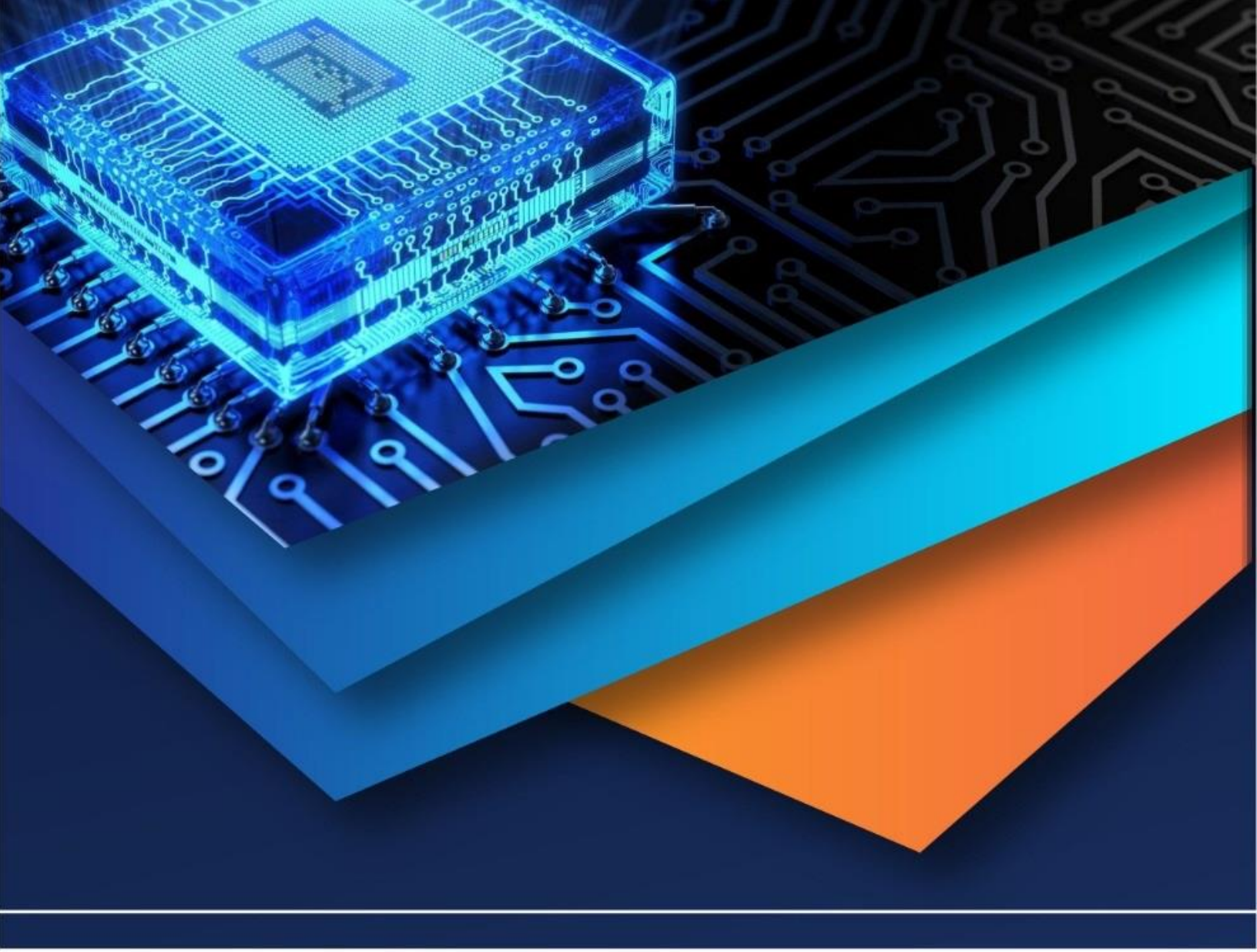
At the same time, the performance of students of all groups of experimental groups has significantly improved: the improvement of the results in the 100-meter run by 2.2-5.7%, in the long jump - 4.20-16.7%, in the horizontal bar - 19.2-22. , 4%, 3.8-9% when running 3000 meters, 9.5-15.3% when throwing a grenade, 8-15.7% when lying down and bending the arms, 33.4% when leaning at an angle on the beams -37.5%, 20.8-25.6% in the overturn on the horizontal bar, 4.2-12.9% in the 10x10 meter sprint, 9.1-21.2% in the leg lift. No reliable changes were detected in all control parameters in the control groups.

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