



Organization of Educational Projects Subjects of the Direction "Military Education"

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Abstract

The article aims to create a healthy creative environment in educational institutions by improving the activities of the subjects of the "Military education up to the draft" course in didactic processes, by introducing advanced innovative, pedagogical and information technologies into the education and training process. raising the quality of teaching to a new level, creating a basis for developing the worldview, thinking, and independent observation skills of students and young people. The article is devoted to the design of educational activities of students in the field of "Pre-service military education", in which to determine the pedagogical conditions for the organization of the educational process, the introduction of these mechanisms in the world and in our country. Problems related to the study were studied based on the analysis of the research conducted.

Keywords: *Research; Pedagogue; Skill; Project; Problem; Mobilization of Potential in the Interests of the People; Courageous Specialist; Design*

Introduction

Learning is a controlled process, the result of which largely depends on the prepared didactic project. The didactic project is a product of educational technologies. The pedagogical basis of educational technology is the management of the cognitive activity of students on a didactic project. Just like any process has a beginning and an end, the implementation of a didactic project has entry and exit points. Since there are many points to be placed between two points, there are many effective methods and means of teaching in the distance between the beginning and the end of a didactic project. Here, educational technology is the most effective method and helps the officer-teacher in choosing an effective form of training.

Literature Review

Scientists have done tremendous work on the design of the educational process in two main directions:

- socio-pedagogical: N.A. Alekseev, L.V. Baiborodova, S.M. Batashova, O.G. Vazhnova, N.N. Gordeeva, R.G. Kamensky, V.I. Krivospitskaya, E.A. Kryukova, Z.F.Mazur, M.G.Merzlyakova, A.M.Moiseev, S.L.Paladiev, O.G.Prikot, V.E.Radionov, V.Z.Yusupov and others.
- didactic: V.S. Bezrukova, G.V. Devyatkina, V.G. Ivanov, G.L. Ilyin, V.M. Monakhov, A.M. N.N. Surtaeva, O.V. Tarasyuk, Yu.K. Chernova and others.

Research Methods

When writing the article, the following theoretical methods were used:

- analysis of scientific knowledge systems in the field of military and pedagogical design;
- abstraction and concretization;
- analogy between production and educational systems;
- modeling of the educational process and design activities of the teacher.

Empirical methods:

- study of regulatory documents;
- observation and analysis of the educational process;
- survey (interviewing and questioning);
- method of expert assessments.

Analysis and Results

It is known that design is a purposeful activity aimed at finding a solution to a given problem and creating the basis for finding ways and solutions to change it.

Project technology is a technology designed to develop a student's personal qualities, such as initiative, activity, independence, creativity in the system of student-centered education. At the heart of this technology, one can see the scientific embodiment of the educational goal of conducting educational projects.

It can be shown that the study of the content and essence of designing the activities of the subjects of "Military education before the conscription" in didactic processes in modern conditions has not been singled out as a separate subject of research.

Project activity belongs to the level of renewal because it changes existence, is built on the basis of appropriate technology, so that it can be changed, assimilated and improved.

It is important to master the basics of design, because, first of all, this technology is widely used at all stages of the organization of the educational system. Secondly, knowledge of the logic and technology of designing social culture makes it possible to effectively solve analytical, organizational and managerial tasks. Thirdly, design technologies ensure the competitiveness of a specialist.

The success of teaching and educating students depends on how much the teacher has mastered project activities, since this activity is able to improve technological solutions depending on the situation. Develops the ability to create new educational approaches and methods.

Pedagogical technology is developed in the design process and through it, which ensures the development of the participants in the pedagogical process.

The structural foundations of project activities are:

- 1) problem analysis;

- 2) goal setting;
- 3) choice of means to achieve it;
- 4) search and processing of information, analysis and generalization;
- 6) evaluation of the obtained results and conclusions.

Subject activity consists of three parts:

- 1) subject;
- 2) active;
- 3) communicative.

Project activity is one of the developing teaching methods and is aimed at developing the skills of independent research work (setting a problem, collecting and processing information, conducting experiments, analyzing the results obtained) and leads to the development of creative abilities and logical thinking, integrates the acquired knowledge. acquired in the educational process, helps to understand the essence of important life problems.

The goal expected from the project activity of the subjects "Military education before conscription" is to be able to understand and apply the knowledge, skills and abilities inherent in students in the process of studying various academic subjects.

The goal observed in the project activities of an officer-teacher:

- training in planning (the officer-teacher can define the goal, express the main stages of achieving the goal in the course of work);
- formation of the ability to collect and process information materials (the officer-teacher must be able to select the necessary information and use it correctly);
- ability to analyze (creative and critical thinking);
- the ability to draw up a written report (to be able to draw up a work plan, clearly present information, make comments, have an idea of the necessary literature (bibliography));
- the formation of a positive attitude towards work (the officer-teacher takes the initiative, completes the work on time in accordance with the established plan and work order.

The design of the pedagogical process is a form of professional activity of the teacher, in which the future process and the result of the development of students according to the goal over a certain period of time takes place, considering natural and social patterns.

The design of the pre-prescription military education process is a design product. Design differs from modeling in its purpose. The project consists in bringing the projected object to life; model - modeling can be an integral part of the design, if a model is first developed to study the object, and then a project is developed on its basis [5].

Design is inextricably linked with the concept of forecasting. They are united by the fact that the project and the prediction give an idea of future didactic events. However, unlike a project, predictions have a probabilistic content and can foresee the results of the development of a particular didactic process. And the project recreates these processes.

The design may include a prediction component. If it is a plan for the student's learning activities, and this process is ongoing, then planning is part of the implementation of the project.

Construction is also included in the design of the educational process. So, it consists in the creation of material means for the implementation of the technological process. Designing to some extent includes parts of modeling, forecasting, planning and building the future educational process. Designing the educational process is a complex activity that requires a system of practical, didactic, methodological,

material and other knowledge from the teacher, since it illuminates the real educational process at the figurative level [1].

Stages of developing a training project: preparation (motivation, identification of problematic situations, choice of topic, determination of the project goal); design (development of a general plan, creation of a specific plan for the implementation of activities, distribution of tasks among students in connection with the chosen point of view, independent work, work in groups, brainstorming, workshop, etc.);

practical (problem research, data collection and processing, obtaining results, test results, presentation of results in graphical form, paperwork); analytical (comparison, generalization and conclusion of the planned work and the results obtained); on control and evaluation (analysis of successes and errors, finding ways to correct errors, making changes to the project in relation to the real situation); final (familiarization with the content of the work, substantiation of the conclusions, defense of the project).

When implementing an educational project, a number of forms and methods are used. At different stages of organizing an educational project, it is necessary to apply different methods. In this process, the activities of an officer-teacher and cadets differ from each other:

Table 1. Stages of implementation of an educational project

| Stages of the project | Student activity | The job of a teacher-officer | Forms and methods of teaching |
|------------------------------|--|---|--|
| About search | Discusses the problem; sets a goal and develops a plan; doing research | Suggests and discusses the problem with students; explains the goals of the project | Problematic conversation; story; advice; independent work; excursion |
| Organizational | Works with data; analyzes and synthesizes, evaluates ideas | It activates students, helps them to find ideas and make decisions. | debate; "Brainstorm"; role-playing game; independent work |
| technological | Carries out the necessary preparatory work; exercise control; controls product quality | Provides a material base; manages student activities | Demonstration; an exercise; independent work; practical work |
| The final | evaluates the results of the project; prepares documents for protection; defends the project | Organizes the process of discussion and defense of the project; moans; participates in the analysis and evaluation of the project | Advisory role play; business game; presentation (multimedia, video clip) |

The successful organization of the project activities of the subjects of "Military education before conscription" depends on the fulfillment of a number of requirements. Requiring specialization, that is, design, is a word that describes the insecurity of an object, associates it with certain areas.

The functioning and development of the education system requires considering not only psychological and pedagogical problems, but also philosophical, cultural, legal, economic, social, psychological, physiological and other problems associated with the ability to work with the content of knowledge [2].

If we want to get a new model of education as a result of planning, we must first analyze all the social and educational areas that it covers. The scope of the project vision includes the social situation of education in the working environment of the model, the entire content of education, the fate of students; all of them include forms and levels of additional education, legal norms, etc.

The parties interested in education - the individual, the state and society, with the diversity of their needs, occupy a special place in the life of society and express its ability for sustainable development. In fact, all citizens of the country are interested in the effective functioning of the education system: first they study in general educational institutions, then their children study, and they themselves have the opportunity to improve their skills [3]. This situation makes it possible to meet the needs of a person in continuous education throughout his life.

Requirements for Instructional Design. One of the manifestations of activity is to voluntarily join the project and live emotionally. In the process of drawing up a project, it is important to consider the activity of not only direct participants, but also those who only interfere in it, participants in the discussion of project problems [4].

The design feature is that it includes all opinions and suggestions, and all decisions made must be scientifically substantiated. With the active participation in the discussion of the pedagogical project of qualified specialists, scientists, public organizations, its quality will be high.

An effective result in the design of the educational system is achieved by the formation of teams of authors, which include representatives of various sectors of society, state, non-state, public organizations. The accuracy requirement depends on the assurance provided to achieve the design objectives. This requires that the persons involved in the project activities have the necessary level of authority to implement these changes, and the project is provided with reserves.

Management Requirements. The effectiveness of project management largely depends on the presence of project discipline, which requires that the activities are temporarily limited, and the work performed is specific in content and technology. Successful management also depends on the completeness of the information support of any project work, which, in turn, requires obtaining initial diagnostic, summary and other information.

The technological nature of the project activity is based on the joint implementation of transformative actions, the effectiveness of a limited stage. At the same time, the transformative effect depends both on the joint result and on the project participants. Based on the nature of design, it must be recognized that pedagogical projects do not have unambiguous solutions, and project activities are of a content-technological nature.

The procedure for designing a pedagogical object:

Preparatory work:

1. Analysis of the design object;
2. Determining the content of the design;
3. Theoretical design support;
4. Methodological support of design;
5. Spatio-temporal exposure of the structure;
6. Logistics support of the project;
7. Legal support of the project;

Project development:

1. Choice of a backbone factor;

2. Definition of interrelation and dependence of parts;
3. Preparation of documents.

The more complex and larger the design object, the more extensive analysis is required at its stage. For example, when creating a model of an educational system or an educational institution in the form of a leader, a relatively deep and extensive analysis is required to determine the initial state, which does not happen without identifying the basis of any innovation, whether it be an existing object or its copy, each innovation repeats the previous structure.

Conclusion

Thus, the content of designing in the field of military education before conscription, as the basis for achieving a common goal, includes the goal and task of educating the individual, keeps them unchanged, makes the content, methods and forms changeable.

Goals and objectives are clearly set at the beginning. In this case, the teacher-officer is looking for ways to influence a person that will help him develop in accordance with the goal. Changing structures take as components the personal capabilities of the student and the teacher. To achieve this common goal, the logic of thinking is based on the specific capabilities of the participants in the system, process and situation, and then determines the goal, principle, content, methods, means and forms.

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