

CONDITIONS OF DEVELOPMENT OF DESIGN CULTURE OF THE OFFICER-TEACHER.

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Abstract: In the article, the design culture of the officer-teacher and students in the didactic processes has a special place. In this case, education and training methods, design become a means of realizing the qualities embodied in the personality of the pedagogue and transferring moral qualities from him to the student. Therefore, it is necessary to consider pedagogical skill as a set of qualities of a teacher's personality and to recognize that it is related to the teacher's high level of psychological and pedagogical training.

The interview is conducted in different ways depending on the situation. One of them is individual, that is, one-on-one conversation. Individual education of students cannot be imagined without individual conversations. Such conversations undoubtedly have a great impact on any military serviceman.

A detailed analysis of the concepts of "competency", "military professional competence", "project activity", military professional competence. The content of the concepts of reflexive competence, social competence, personal competence, individual competence, basic competences is explained.

Humanism in a broad sense is a historically changing system of views that defines a person as a value, his right to freedom, happiness, manifestation and development of his abilities, human development in the evaluation criteria of social institutions, humanity - between individuals the expected normative attitude is discussed.

Basic concepts: competence, military professional competence, project activity, interview method, personality, pedagogue, communication, motivation, humanitarianism, patriotism.

Introduction. The managerial skill of the officer-teacher's activity will also depend in many ways on his personality, character, his interaction with students. Usually the effect of these on the educational process seems insignificant. But an experienced teacher attaches importance to how his behavior affects students, making him make the necessary adjustments and improving them. From the inspiring problems of such teachers, students develop a sense of confidence that the desire to study can make them better able to study. Methods of education and upbringing in this case, design becomes a means of implementing qualities embodied in the pedagogical person and transferring moral qualities from it to the student. Therefore, looking at pedagogical skills as a set of qualities of the teacher's personality, it should be recognized that it is associated with the fact that the teacher has a high level of psychological and pedagogical training. Education as a strategic task is the competence of a competent specialist who is able to act effectively outside educational situations, to solve exemplary and problematic issues arising in his

professional activities. Competence (lat. "competentio sompeto", "competence" – I will achieve, I will be right) – the ability of the subekt to set a goal and be able to effectively organize external and internal reserves together in order to achieve it, or, in other words, this is the personal ability of the subekt to capture certain professional issues. Competence in professional education is the aggregate of knowledge and experience in one area or another or the level of general and professional training that allows you to influence in accordance with the changing requirements of the specific place of work or the work being performed.

Table 1. Types of professional competence and their essence

Type of competence	Contents
Special competence	Enough, at a high level, to master his professional activities, to be able to design his further professional development
Social competence	Joint professional activity, mastery of cooperation skills, social responsibility for the results of one's own labor
Personal competence	Methods of individual independent reflection and independent development, possession of various means of the individual against professional deformations
Individual competence	Acquisition of methods of independent application and development of individuality within the framework of the profession, professional-personal growth, readiness for independent organization and independent rehabilitation
Basic competence	Intercultural and inter-sectoral knowledge, abilities and skills of a person necessary for adaptation and productive activities

Method. A number of requirements are imposed on the interview as a method of learning, and they give an effective result in students. First, the conversation should be conducted freely, on the basis of discretion. If in the process of research there is a personal relationship between the learner and the learner, the conversation will have even more effect. Any conversation is prepared in advance and a plan is drawn up. In the event of a direct conversation, it is necessary to make changes to this plan. In a conversation, questions can be addressed not only to the verifier, but also to the verifier. Not writing anything in the conversation process creates an atmosphere of mutual trust. Answers are written after the conversation, depending on the need. The conversation can be conducted with a separate person or group, depending on the circumstances.

The interview is conducted in different ways, depending on the circumstances. One of these is considered individual, that is, one-on-one conversation. Individual student education cannot be imagined without a one-on-one conversation. Such

conversations have a huge impact on any serviceman, without a doubt. The fact that a student and an officer talk face to face while alone with each other is a factor of great spiritual and spiritual influence. 80% of military personnel who answered the questions of a special questionnaire said that the conversation would be decisive in their upbringing.

What determines the essence of the conversation is its purpose. Before talking to this or that student, the officer can set himself the goal of getting to know him, seeing his interests and aspirations, raising him, admonishing him, as well as warning him.

For example, in the course of a conversation with newly arrived students, there is an opportunity to find out the individual-mental characteristics in them, as well as life experiences, on the basis of which it is possible to identify group activists, candidates for small command, editors of a combat sheet and a poster newspaper, athletes, etc.

The "see-through" conversation is usually held with activists and deputy commanders in the group. It is carried out around the existing problems in the team and with a free statement of opinions. Such conversations can revolve around questions such as disciplinary violations in groups, its causes and how it can be prevented, what is the attitude of the team towards such incidents, who among the military personnel can serve as an example for others. It should be borne in mind that students, having graduated from a higher military educational institution and returning home, say critical thoughts that they could not say at another time.

And in educational conversation, students are explained the conditions of military service and the requirements of the regulations, in which a strong belief and worldview are formed. The peculiarity of such conversations is that the issues facing the team in it are considered not in a general way or within the framework of the general public, but from the point of view of the personal participation of this soldier in the general case. It is much more important that an individual conversation takes place in an atmosphere of mutual trust, something that facilitates the commander's decision-making in certain circumstances. Through such a conversation, the commander, together with information about the mood of the team, affects the opinion of the team, creating an atmosphere of self-confidence in the soldiers. Such conversations can be carried out by the initiatives of commanders, as well as soldiers.

The communication of an officer with parents and other close people of students by letter also serves as a kind of "conversation" and serves as an additional, and sometimes important, source of information. These letters will contain answers to many questions, such as the life of students in the pre-military training period-the levels of mastering subjects at school, their interests, how they spent their free time, what diseases they suffered, with whom they became friends. And most importantly, such correspondence has a strong educational impact on the entire team and on each student.

Discussions and results. Pedagogical diagnosis is a component of monitoring, which includes control, verification, assessment, collection of static data, their analysis, determination of dynamics, data predictability. The purpose of didactic

diagnosis is a timely determination of the effectiveness of the educational process, analysis and assessment of the flow of results.

Reflexive competence is due to the fact that an officer-teacher is able to assess his labor with integral, inalienable abilities. Pedagogical reflex in methodological activity is a process of successive actions from the difficult (hesitations) to discussing with oneself and looking for an exit from it. Reflection is the ability of complex thinking to constantly analyze military professional activity and evaluate each stage. With the help of reflexive abilities, which include a number of basic intellectual abilities, it is possible to control one's own military professional activity in conditions of uncertainty. At the same time, when taken, these "basic abilities" form a kind of reflexive technology, with the help of which the professional experience and skills of an officer-teacher are improved.

Cognitive competence characterizes the willingness to constantly improve one's military professional level, to be able to independently acquire new knowledge and abilities, to apply ideas of independent development, and to be able to regularly enrich one's methodological competence.

In addition to special and military professional pedagogical knowledge and methods of thinking, the information competence of the officer-teacher provides for the acquisition, processing and use of the necessary information in the process of military professional activity by the future military education officer of special abilities. A special place is occupied by the acquisition of new information technologies aimed at achieving educational diagnosis through the use of a complex of pedagogical, information, methodological, psychophysiological tools and methodologies of the functional subordinate.

Communicative competence characterizes the specificity of the characteristics of the communicative activity of an officer-teacher, interaction with future teachers of military vocational education. The emphasis is placed on communication communication with the effectiveness of pedagogical activity aimed at achieving Didactic (Educational and educational) goals. Communicative competence includes methods that help to achieve a high level of communication.

Social competence increasing the level of methodological training is an indicator of the awareness of social significance, the proposed new methodological approaches and the ability to take responsibility for their application, a manifestation of personal interests in connection with the needs of a specific future military professional education, educational institution, society. It characterizes moral culture, ideals, spiritual values.

The social readiness component for the independent design of methodological training in future military vocational education officers is the forces that move the development of high moral needs and evidence of universal and military professional self-improvement within the framework of an active life position, finding and worrying about one's own original task, in which life is understood, is the feeling of.

Management by no administrative methods is able to equate in quality effect with the activities of an independently organized officer, based on the social significance of his own labor, which encourages the achievement of an independently

set goal by independent design of methodological training, independent selection of methods of achievement. After a detailed analysis of the concepts of "competence", "military professional competence", "project activity", determining the main components of military professional competence, as well as the features and structure of project activity, another, in our opinion, important component of military professional competence is the identification and interpretation of project competence. Project competence, firstly, plays an important role in solving the issues of military vocational education and ensuring the competitiveness of a modern officer, the reason for which is the totality of knowledge, abilities and personality traits necessary for the preparation and implementation of pedagogical projects in the educational process that improve the quality of education of students. Secondly, the project competence of an officer-teacher indicates a complex of variable, dynamic, timely corrected competencies according to changes in the conditions for solving pedagogical tasks that ensure the effectiveness of project activities. In general terms, it is expressed in the ability and readiness to use the experience of the implementation of project activities existing in military professional practice as a result, and is part of the general military professional and pedagogical competence, the formation of which is carried out in all the main areas of training of future specialists. Thirdly, project competence is the formation of non-standard project thinking, a high level of mastery of innovative pedagogical strategies and a high level of mastery of a complex of project abilities and competencies aimed at adapting to changes in the content, tools and methods, conditions of pedagogical activity.

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