

Important Aspects of Focusing Cursants on Independent Thinking in the Educational Process

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Annotation:

This article presents an overview of the essential aspects and benefits of problem-based learning (PBL) in military education. It highlights the implementation of problem-based methods in teaching specialized disciplines and offers practical recommendations for educators. The article discusses the significance of creating problem situations that foster independent thinking among cadets, enabling them to formulate questions and seek solutions both collaboratively and individually. It underscores the necessity of adapting educational methods to enhance the cadets' critical and creative thinking skills, ensuring they acquire relevant knowledge and competencies for their future roles. Through problem-based learning technologies, the article aims to stimulate cadets' engagement and promote effective problem-solving abilities, ultimately contributing to the development of well-rounded, capable military professionals.

Keywords: problem-based learning technology, problem situation, national model, personality development, pedagogical technologies, level of knowledge, skills and abilities.

The main idea of the national model of personnel training, consistently implemented in our country, is to foster a harmoniously developed individual.

The cultivation of independent and creative thinking, working abilities, which are important qualities of a well-rounded individual, is currently one of the important tasks of higher military educational institutions.[1]

Since personal qualities are at the center of the national model, improving the selection and application of educational methods based on them is one of the pressing tasks of today. In this regard, increasing the activity of cadets in the educational process of military education, effectively organizing classroom and extracurricular activities, is of particular importance.

Specifically, special subject classes taught in higher military educational institutions play an important role in shaping students' worldview. For this reason, a number of positive changes have been taking place in this area recently.

In modern conditions, it is necessary to change the focus of the educational process on the development, socialization of the individual and the cultivation of their independent, critical, and creative thinking skills in accordance with all their capabilities.

In the context of modern education, it is necessary to ensure the training of highly qualified junior specialists in accordance with consumer requirements, the formation of knowledge, skills, and abilities of cadets in their chosen specialties, their independent acquisition of knowledge and practical activity.

Therefore, researchers and leading educators are looking for ways, technologies, and methods to develop a creative approach to learning activities among cadets.[1]

Problem-based learning is one of the advanced pedagogical technologies that has a positive impact on the educational process today.

Problem-based learning is based on the creation of a specific type of motivation - problem, therefore, it requires an adequate structure of the didactic content of the material that presents problematic situations as a chain.

The primary objective of problem-based learning technology for specialized disciplines is to help cadets effectively master the system of knowledge and methods of intellectual activity related to specialized disciplines, to be able to creatively apply acquired knowledge in new situations arising in their professional activities, to develop skills in solving educational problems related to specialized disciplines, and to instill in them the ability for independent learning.

The technology of problem-based learning is a universal tool for implementing the educational process of special disciplines. This technology is effective only when cadets have situational problem-solving activity, are prepared to formulate and solve the problem.[2]

When preparing for the lesson, a special subject teacher should choose a teaching technology or their combination, based on the purpose of the lesson, the content of the special subject material, the character of the cadets, and the level of their preparedness.

Kudryavtsev T.V. sees the essence of problem-based learning in the following: problem-based learning is concluded in the creation of problem situations in front of students, in the independence of students and under the general guidance of the teacher, in the understanding, acceptance, and resolution of these situations in the course of students' joint activities with the teacher.

However, this definition does not reflect the entire scope of understanding problem-based learning. In addition, a group of research teaching methods is sometimes called problem-based learning. Perhaps this is influenced by the understanding of the word "problem" in the sense of research.

In the process of solving the problem posed by a special subject teacher, the student not only processes information, but also assimilates it and discovers new knowledge for themselves.

The main essence and advantage of problem-based learning lies in the fact that the teacher encourages students to think creatively and engage in discussion through teaching methods (asking problematic questions, putting forward hypotheses and confirming or rejecting them, asking for

help, etc.). Problem-based methods in teaching special subjects are methods based on the creation of problem situations in the subject, the activation of the cadets' knowledge of special subjects, the search and solution of complex problems, analysis, and the ability to see phenomena and laws behind individual facts.

In problem-based learning technologies, it is crucial to create a problem situation, correctly formulate questions, and find solutions to them in groups and individually. To build a problem-based learning process, it is necessary to create corresponding problem situations in advance and systematically.

The following is important for the practice of teaching special subjects.

First category. A problematic situation often arises when a cadet faces the need to use previously acquired knowledge in new practical conditions. At the same time, cadets often encounter evidence of insufficient knowledge, skills, and abilities to solve practical tasks. Understanding this fact awakens students' conscious interest and motivates them to seek new knowledge.

The second category. If there is a contradiction between the theoretically possible way to solve the problem and the practical impossibility of the chosen method, a problematic situation can easily arise.

The third category. A problematic situation arises when there is a conflict between practical achievement of learning outcomes and the lack of knowledge among cadets for its theoretical justification.

The fourth category can be considered the most common. A problematic situation arises if the cadets do not know how to solve the problem posed, i.e., the fact that the cadets admit that their previous knowledge is insufficient to explain the new argument.[2]

The instructor should develop questions and assignments aimed at specific learning objectives. When solving problematic questions or completing assignments, it stimulates the cadets' purposeful actions and controls the process. The cadet, on the other hand, remains an active participant in their education.[3]

When creating problem situations, it is necessary to pay attention to the following:

The problematic situation should be based on the cadets' daily activities.

2. A problematic assignment should always correspond to the level of knowledge, skills, and abilities acquired in a special subject.

3. A problematic situation should be put before explaining a new topic. If the cadets are not qualified enough to solve a problematic situation, it is necessary to show them work methods for performing certain actions and remind them of the necessary special subject knowledge.

The formation of knowledge, skills, and abilities in a special subject is carried out through the solution of problematic situations under the guidance of a special subject teacher. It should also include asking guiding questions in the learning process to help draw conclusions.

When analyzing material on the topic of the special discipline "Study of Problematic Situations in Special Disciplines," the cadet must be able to enter this situation, understand it, and evaluate it. In this case, the cadet should determine what the problem is and what the essence of the problem is, determine their place in solving the problem and how to behave in it.

From specialized disciplines, problem setting is divided into stages such as preparation, introduction, analysis, and final decision-making. A problematic situation, in terms of its essence and content, is similar to a logical sequence in teaching special subjects.

The principle of sequence lies in the fact that at each stage of higher education, when determining the content of learning, the knowledge acquired at previous stages, i.e., education, is taken into account.

Based on the above, it can be concluded that a problematic situation is the most important factor in increasing the interest of cadets in their future professions.

Lectures, practical exercises, and laboratory exercises conducted in accordance with special subject curricula are important for organizing classes, expressing questions that cadets independently prepare in accordance with the problematic tasks presented in the disseminated materials, and awakening their creative thinking.

Situational issues can be discussed jointly with all participants in the group. It is necessary to consider factors that ensure high results. When working in a group, it is necessary to stimulate the thinking of each cadet through the release of obstacles (obstruction, resistance, inadmissibility) and dependence (dependence on the opinion of the instructor, obedience) and a special psychological justification of their capabilities in solving a situational task. The idea that the discussion ends with the proposal of the correct solution is incorrect, and the creative thought expressed in the group should be studied in a communicative way.

The first of the main reasons for achieving high efficiency is that more active individuals are added to the creative group of cadets, and their participation in solving problematic tasks yields great results.

In the aforementioned system of organizing creative thinking, cadets effectively utilize the development and demonstration of thinking and creative abilities, as well as successful group work.

The activities of the training leader in problem-based learning should consist of the following: presenting problematic questions on the topic to the attention of the cadets; providing guidance for finding solutions to the posed questions; proposing to prove the correctness of the solutions given by the cadets; if the solutions given by the cadets are correct, recommending them to draw conclusions on the knowledge gained on the topic of a special subject; if the hypotheses given by the cadets are unclear, then they ask a question that brings it closer to the solution; encourages the cadets to find answers and solutions

During the lesson, the cadets' activities consist of: accepting questions about the problem of the topic and seeking ways to solve it; proposing various solutions to the given question; trying to prove the correctness of one of the hypotheses; expressing conclusions and opinions about newly acquired knowledge; seeking the correct solution; obtaining more information on the topic; reinforcing their knowledge by repeating the given suggestions, solutions, and conclusions; completing tasks aimed at applying theoretical knowledge of a special subject in practice.

The effectiveness of problem-based learning in specialized disciplines depends on the interaction of the instructor and the cadets. Problem-based learning develops the scientific-research abilities of cadets and increases their cognitive activity.

In problem-based learning, the instructor should organize the learning activities of cadets in such a way that they can independently solve intellectual difficulties based on a systematic analysis of evidence, draw conclusions and generalize, express patterns, and apply acquired knowledge in new situations of professional activity. In such training, cadets develop the ability to independently acquire knowledge, find new ways of intellectual activity by putting forward hypotheses and proving them, develop skills in applying knowledge, and develop attention and imagination.

Ultimately, all of this contributes to the development of cognitive activity.

To facilitate the process of setting educational tasks in special subjects, the following are proposed:

new knowledge acquired through the solution of the problem cannot be posed without revealing previously acquired knowledge, which is directly related to it;

before organizing problem assignments, it is necessary to ensure that students know how to identify causal relationships.

the instructor should only pose problems that the cadets can understand;

the effective solution to a problem begins with its correct formulation. The implementation of these rules imposes a number of requirements on the composition and logical structure of the educational material, related to the specifics of the content of the educational material.

The educational material of the special discipline should contain: elements of novelty (new concepts, signs, phenomena, connections, actions, methods of work, etc.); contradictions between known and new knowledge (contradictory arguments, questions, contradicting each other); the educational material should be logically adequate (in one sense) in accordance with pedagogical theory [5].

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