

FORMATION OF PROFESSIONAL COMMUNICATION SKILLS AMONG CADETS OF MILITARY-TECHNICAL UNIVERSITIES

Alina Khasanova Maratovna, khasanova@jspi.uz

Gulmira Eskaraeva Beketovna, beketova@jspi.uz

Jizzakh State Pedagogical Institute

Follow this and additional works at: <https://uzjournals.edu.uz/tziuj> Part of the Higher Education Administration Commons

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Mental Enlightenment Scientific-Methodological Journal by an authorized editor of 2030 Uzbekistan Research Online

FORMATION OF PROFESSIONAL COMMUNICATION SKILLS AMONG CADETS OF MILITARY-TECHNICAL UNIVERSITIES

Alina Khasanova Maratovna, khasanova@jspi.uz

Gulmira Eskaraeva Beketovna, beketova@jspi.uz

Jizzakh State Pedagogical Institute

Abstract: The article presents a model of the formation and improvement of the universal communicative competence of cadets of military educational organizations, which ensures easy communication both in the military environment and in the general civil society. The role of communication in the professional development of a specialist was studied and analyzed; conceptual approaches to this problem were considered, a theoretical substantiation of the solution of the problem was carried out and pedagogical conditions for the formation of professional communication skills were identified. The search for new conceptual approaches to the study of the problem of professional training of the future military engineer was carried out in the article.

Key words: professional communication skill, cadets, professionals, local modeling, questionnaires, components, self-training, intuitive, reproductive-productive, stage-level, military engineer.

INTRODUCTION

The process of training officers with creative activity, professional competence, capable of exerting effective influence on subordinates, consciously and reliably acting in ordinary and extreme situations of military service, is a complex process of training a professional. While fulfilling his professional duties, a military engineer is involved in various types of activities, "command, engineering, research, educational, etc. To successfully fulfill his professional

duties, a military engineer relies not only on command and administrative methods of work, but also on the creative potential of his subordinates. These tasks have to be solved in conditions of a socio-economic and spiritual crisis in society. This necessitates a serious psychological and pedagogical training of officers. The development of theoretical problems in the training of officers is due to the principles of humanization of military activity and the humanization of military education.

MATERIALS AND METHODS

Based on the specifics of military activities, the future officer prepares for subordinate interaction. An officer cannot be either a leader or a subordinate without a sufficient level of development of both the ability to manage oneself and others, and without the ability of professional communication.

Improving the process of training military personnel requires the creation of conditions for mastering the skill of professional communication. To do this, it is necessary to develop such educational systems that allow each student, based on the characteristics of the personality and their own experience, on the basis of self-knowledge, the ability to manage oneself, "enter the role" of a leader and thereby develop the skill of professional communication.

In recent years, the pedagogy of higher education has been enriched with new content: research is being carried out related to the activation of human capabilities, with the development of the creative potential of students. Increasing the effectiveness of university education is the creation of such pedagogical conditions in which the student has an active life position and is revealed as a subject of educational activity. We are talking about the level and content of students' activity with the help of various forms and methods of teaching.

Currently, the higher school faces an acute problem of improving the quality of education, raising the professional level of the future specialist, his education, competence in all spheres of professional activity. The officer training system is designed to ensure a high level of education, professional training and social

activity. Further growth of the officer's competence and culture, including in the field of communication. - the most important condition for the revival of the intelligence of the officer corps.

Many are striving to master the science and art of communication. Probably everyone dreams about that. to feel free with the people around you, to make a pleasant impression, to bring joy to yourself and those around you.

Scientific research shows that every officer, regardless of profession, level of personal development and official position, can only be considered a professional in his work, if he has achieved excellence in the field of professional communication between people, in the field where a person is able to reveal his genuine education.

The need for communication between military personnel is due to the obligation to jointly participate in military activities, mastering their specialty, as well as the individual's need for acquiring social experience, familiarizing with cultural values. The level of professionalism of a commander is largely determined not only by his technical readiness, but also by the ability to communicate with subordinates, that is, personal qualities and the ability to lead people.

Recently, there has been an increasing interest in the problem of the formation of communicative skills associated with professional activities. Practice shows that military specialists in the process of fulfilling their professional duties do not possess sufficient professional communication skills. Unfortunately, scientific research does not pay enough attention to the problems associated with professional communication. The formation of professional communication skills requires special attention, since they are part of the professional training of future military specialists.

Scientific interest in the problems of communication, communication arose long ago. The beginning of the study of communication problems was laid by Auguste Kant in the 19th century. He analyzed the forms of interaction between people and identified communication as "psychological acts". He drew attention to

the physiological and social aspects of communication. L. Feuerbach saw in communication the most important mechanism of human individuality:

"The human essence is present only in communication, in the unity of man with man." F. Engels and K. Marx continued Feuerbach's ideas, they considered communication in a broader social context, analyzing communication as a philosophical category. Especially important is Marx's thesis that in "direct communication with others" activity becomes "one of the ways a person assimilates life". Such a dialectical understanding of communication as a way of personality development becomes the starting point when analyzing communication from the standpoint of a personal approach.

The term "communication" is used in science in various meanings. In ordinary, everyday use, it has a broad meaning, denoting all forms of direct contact between people. So by definition of SI. Ozhegova: "Communication is mutual relations, business and friendship" [11,130]. Since then, as the other earthly word "communication" (from the Latin *communicato* - communication, message, transmission) penetrated into the Russian language, this term began to be used as a synonym for communication.

The problem of communication today is one of the most popular and intensively studied problems in which modern psychology and pedagogy are concerned. This is due to both the development of the human sciences and the demands of social practice.

In the scientific literature, one can find sometimes conflicting and mutually exclusive views and judgments on the essence of human communication. approaches to understanding communication can be traced in the analysis of options for the definition of interpersonal communication.

1. *Communication as an information process*. Many authors (Byram, M., Gribkova, B., & Starkey, H.) believe that the transfer of information is the essence of interpersonal communication. [2] Communication is the side of joint activity in which information and actions are exchanged in order to understand the intent of

the interlocutor. According to others (Moeller, A.J., & Nugent, K.), "information transfer" is not the essence of interpersonal communication, but one of its results.[6,14]

2. *Communication as an activity.* The purpose of such communication is defined as the management of behavior (the activities of the interlocutor), and the communication itself is considered as a process of solving a communicative task. Interpersonal communication. Baryshnikov N.V. analyzed from the point of view of internationality (that is, the presence of communication goals and a specific motive), efficiency (coincidence of the result with the intended goal), normativity (social control over the course and results of the act of communication), objectivity (the subject of communication is another person) [1, 120-200]. Noting the complexity of human communication, Salynskaya T.V. believes that it cannot be regarded as an activity, since a system of relations is realized in communication: the attitude of a person to a person. [11,130]

3. *Communication as an impact.* Some authors (D. Carnegie, E. Shostrom) believe that the essence of interpersonal communication is the impact of one person on another in order to change the behavior of the latter. This approach is assessed as manipulative. [5,230-239]

RESULTS AND DISCUSSION

Contextual dialogue approach. The formation of communicative competence among cadets of a military technical university can be successful under certain conditions. In philosophy, the definition of the concept of "conditions" is interpreted as "a category that expresses the relationship of an object to the phenomena around it, without which it cannot exist. The object itself appears as something conditioned, and the condition - as the diversity of the objective world relatively external to the object ... the condition constitutes the environment, the situation in which the latter arise, exist and develop".

The didactic conditions that Khutorskoy A.V., represent the result of "purposeful selection, design and application of content elements, methods

(techniques), as well as organizational forms of training to achieve didactic goals”.
[10,580]

According to the psychological and pedagogical interpretation, the concept of "conditions" includes both external circumstances in relation to a given subject, and internal characteristics of the object itself.

There are various options for classifying pedagogical conditions on the problems of university training of specialists. For example, the conditions for the approximation of a set of methods and forms, depending on the content and specifics of the studied material. Thus, there are many approaches to the study of the conditions for the functioning of systems.

Our task is to identify a complex of pedagogical conditions that are necessary and sufficient for the formation of communicative competence in cadets.

By the pedagogical conditions for the formation of communicative competence among cadets, we mean the interaction of a set of measures (forms and methods of teaching in the real educational process of a military-technical university) that ensure the effective formation of these skills.

The solution to the question of that. what conditions are necessary for the formation of communicative competence among cadets depends on how communication itself is determined and applied. In our opinion, the process of the formation of the communicative competence by a military specialist is determined by both internal and external conditions.

Internal conditions include:

personal: personal social and psychological qualities, moral character;

psychological: imagination, thinking, intelligence, memory;

motivational: ideals, interests, aspirations, needs;

professional: knowledge, practical skills, skills, experience;

public: position, status, value system.

External conditions include the conditions of the social environment: family, study group, media, art, literature.

To identify the complex of pedagogical conditions necessary for the effective formation of communicative competence among cadets, we have outlined the following ways:

- determination of the social order of a higher military school for the quality of professional training of specialists;

- identification of the specifics of the process of formation of communicative competence among cadets in a higher military school;

- consideration of the process of the formation of the communicative competence among cadets as a creative one:

 - using the possibilities of the context-dialogue approach.

The most important qualities of a graduate of a military technical university, along with others, are the skills of organizational and educational work with subordinates. This requires a high culture of business and interpersonal communication, the ability to influence interpersonal relationships. These qualities make it possible to improve the efficiency of professional activity. They are acquired in the course of professional training of specialists [9].

Young officers experience the greatest difficulties in managing personnel, in building optimal interactions with subordinates. The possibility of solving this problem lies in the analysis of the existing educational and educational activities of the university, which is based on the study of psychological and pedagogical literature on the problems of higher education, curricula, familiarization with the results of qualification characteristics, questionnaires, observations, lectures, practical exercises, and independent work.

Formation of communicative competence in cadets is possible if the communicative aspect is highlighted in the educational process, if techniques and means of enhancing the communicative activity of cadets are used in the classroom. Few teachers are able to cope with these requirements. The reasons for this are that, on the one hand, the corresponding curricula, thematic plans do not include the forms and means of increasing the level of professional communication

skills of the future military specialist, and on the other hand, there is an insufficiently high level of psychological and pedagogical training of teachers of a military technical university.

We assume that the formation of the communicative competence of a future military engineer will proceed more successfully if the following pedagogical conditions are met:

the theoretical basis for the formation of professional communication skills will be the context-dialogue approach;

a specially developed system of general professional training was implemented, a feature of which is the integration of information, educational, cognitive, educational and creative and educational and organizational components;

applied game teaching methods based on business cooperation in the process of self-training of cadets.

Criteria and levels of professional communication skills formation among cadets. To assess the process of forming communicative skills in a future military engineer, it is necessary to determine its qualitative state, that is, levels. The basis for determining the levels is the theory of the level approach, according to which the structures of any objects or processes have “higher” and “lower” stages, levels of development. There are certain regular connections between the higher and lower levels of the system:

belonging to different classes of complexity;

each level has its own specific patterns and laws;

the laws of the system of lower levels obey naturally system of higher levels;

each subsequent level of the system comes from the previous one.

The ways of transition of the system from level to level were defined in his works Lenev Yu.A., Shishkov A.I.: this is the complication of the development of elements, leading to the complication of the structure; the creation of a more perfect system of relations between elements, that is, the creation of a more perfect

structure with the subsequent development of the elements to the level of structure development; simultaneous improvement of the structural elements [7]. The levels of professional and pedagogical activity are distinguished by Khutorskoy A.V.: reproductive, adaptive, local-modeling, system-modeling. Masyagin V.P. classified the levels as follows: intuitive, reproductive, reproductive-creative, creative-reproductive, creative. Students' readiness for creative educational activities [8,18].

CONCLUSION

From the above classifications, it can be seen that, despite the different terminology, the authors define the development of levels from simple to more complex.

Analyzing various approaches in the psychological and pedagogical literature to the definition of objective measures of the effectiveness and quality of the educational process, we chose as the basis for the measurement the characteristic of cadets' advancement from a lower to a higher level of formation of professional communication skills.

The study of the educational and cognitive activity of the cadets of the Automobile Institute made it possible to distinguish four levels of the formation of communicative competence among the cadets: partially - reproductive; reproductive; reproductive-productive and productive. Each of these levels is closely related to each other. When moving from one level to another, the degree of cadets' mastery of communicative competence increases. There is a characteristic of the levels of formation of the by cadets among cadets by the structural components of the by cadets of a military engineer: cognitive-intellectual, social-perceptual, organizational-activity and technological. We consider these levels at the same time as the stages of mastering communicative competence by a cadet. With the transition from one stage-level to another, the formation of the communicative competence in the future military engineer grows.

REFERENCES:

- [1]. Baryshnikov N.V. Basics of cross-cultural communication: uchebnik. M.: Vuzovskiy manual: INFA-M,2013.-368 p.
- [2]. Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing the Intercultural Dimension in Language Teaching: A Practical Introduction for Teachers*. Strasbourg: Council of Europe, Language Policy Division. Available at: https://www.coe.int/t/dg4/linguistic/source/guide_dimintercult_en.pdf.
- [3]. Daletskiy Ch.B. Military rhetoric of Russia monograph) Ch.: Mosk.Gumanitar. In-t im. E.R. Dashkovoy. -200 -169 p.
- [4]. Dorogova L.N. Culture of ancient civilizations and military activities. M., 1995. P. 123.
- [5]. Kramsch, C. (2004). Language, thought, and culture. In A. Davies & C. Elder (Eds.), *The Handbook of Applied Linguistics* (pp. 235-261). Oxford: Blackwell Publishing.
- [6]. Moeller, A.J., & Nugent, K. (2014). Building intercultural competence in the language classroom. In Stephanie Donau (ed.), *Unlock the Gateway to Communication* (pp. 1-18). Central States Conference Report, Eau Claire, WI: Crown Prints. Available at: <https://digitalcommons.unl.edu/teachlearnfacpub/161>
- [7]. Lenev Yu.A., Shishkov A.I. Self-improvement of professional competence of military specialists //Mir obrazovaniya – obrazovanie v mire. -2015.-№1, -P.165-169.
- [8]. Masyagin V.P. Military-professional self-improvement of officers: the essence and content //Voennaya mysl', - 2005.-№4.-P.18-22.
- [9]. Tabunov N.D. Oratory and his role in the activities of commander and military engineer. -V sb.: Osnovy oratorskogo iskusstva of its era. -M.:VA BTV.,1986.
- [10]. Khutorskoy A.V. Modern Didactics ucheb posobie. -M.; Vyssh. Shk.,2007. – P. 639.
- [11]. Salynskaya T.V. The role of intercultural communication in teaching a foreign language // In the book: Actual Problems of Management - 2016. 21st International Scientific and Practical Conference. 2016. P. 130-131.

- [12]. Malcolm R. Godden. The Cambridge History of the English Language, Cambridge University Press, 2008
- [13]. Lazar, G. Meaning and metaphors. Cambridge: Cambridge University Press, 2003
- [14]. OECD Reviews of Evaluation and Assessment in Education “Synergies for Better Learning”. OECD publishing, PARIS CEDEC. 2013. 148-p.
- [15]. Gazeykina A.I., Kuvina A.S. Application of cloud technologies in the process of teaching schoolchildren // Pedagogical education in Russia. –2012. - No. 6. - S. 55-59.