

Pedagogical conditions for forming a military-patriotic environment that facilitates cadets' adaptation to the requirements of military service

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Abstract: The article examines the role of cadets in creating a military-patriotic environment in military universities and its impact on their adaptation to service. Cadets' participation in military-patriotic events is analyzed. Research shows that actively involving cadets in creating such an environment is effective in increasing their motivation and successful adaptation to the military profession.

Keywords: military-patriotic education, military-patriotic environment, cadets, military education, adaptation to service, motivation to the military profession, moral and psychological stability

The relevance of the issue of professional adaptation is driven by the process of integrating an individual into the professional sphere, encompassing familiarization with the specifics and content of professional activities. This process involves adapting to working conditions, professional requirements, and establishing effective interaction with the team, which is an integral part of the professional environment. Adaptation, therefore, serves as a key mechanism ensuring complete engagement in professional activities.

In the context of the military sphere, the adaptation of cadets is considered a multifaceted process, including the acceptance of new social roles and functions associated with the military profession, as well as integration into the system of interpersonal relationships that arise when solving professional tasks. The result of successful professional adaptation is achieving an optimal balance between societal expectations placed on the military profession, the traditions and norms of the professional community, and their practical implementation in the process of performing military-professional tasks.

An analysis of research dedicated to military education reveals the specific characteristics of training personnel for the armed forces. For example, V.A.Pestov emphasizes that military education is a process of acquiring military-professional competencies, enabling military personnel to effectively perform their duties within the framework of the educational level established by the state. In the Republic of Uzbekistan, the military education system is based on principles enshrined in legislation and other regulatory acts that define state policy in the field of education, military security, and the construction of the armed forces.

Analysis of contemporary scholarly works, in particular, studies presented in 9, has allowed for the identification of a number of fundamental principles that define the nature of military education in the Republic of Uzbekistan.

Among the most significant principles are:

Prioritization of national interests and security, which exert a decisive influence on shaping the content of military education.

Consistent implementation of state policy, ensuring unified approaches to the training of both military and civilian specialists.

Humanistic orientation and democratization of processes in the field of military education.

The principle of continuity and succession of educational programs, ensuring the sequential development of professional competencies.

In-depth fundamental preparation in higher military education.

Orientation of the educational process towards proactively reflecting the future needs of the practice of applying the armed forces.

Correspondence of the qualifications of scientific and pedagogical personnel and the level of teaching and material support to the requirements for the quality of higher military education.

In other words, the military education system in the country is built on the basis of clearly formulated principles that reflect the priorities of state policy in the field of security and defense.

For the successful professional motivation of cadets to study at a military higher education institution, it is necessary to consider both the aforementioned general principles and the following specific principles:

- a) Normative and legal conditionality (strict execution of laws, orders, directives, instructions);
- b) Traditionality (military traditions passed down through generations of military personnel);
- c) Ritualism (reflection of the socio-educational impact of military rituals).

Accordingly, the aforementioned general and specific principles have determined the need to address the problem of not only the professional adaptation of cadets in military higher education institutions but also to consider its aspect - the professional-motivational adaptation of cadets to studying at a military higher education institution.

Professional-motivational adaptation of cadets to studying at a military higher education institution represents a process of conscious acceptance by future officers of the values of the military profession and their adaptation to the requirements of future military-professional activities.

The effectiveness of professional-motivational adaptation of cadets in a military higher education institution is directly dependent on the creation of purposeful pedagogical conditions.

In the context of this research, a pedagogical condition is understood as a set of interrelated factors and circumstances of the pedagogical process aimed at optimizing its effectiveness, in accordance with the interpretation of E.V.Yakovlev and N.O.Yakovleva.

Analysis of contemporary research in the field of military-professional education reveals a number of key factors contributing to successful adaptation. One such factor is involving students in the process of maintaining and strengthening the traditions of the established professional community. Consequently, to improve the effectiveness of cadets' adaptation to studying at a military higher education institution, it is necessary to ensure their active participation in preserving and developing the military-patriotic environment of the educational institution.

In a broad sense, "environment" refers to the totality of socio-living conditions, the atmosphere, as well as a community of people united by the commonality of these conditions.

In philosophy, the concept of "environment" is considered in a social aspect and is defined as: 1) the social, material, and spiritual conditions surrounding a person's existence; 2) the surrounding world - the space and material for development, through which ability paves its way directly or indirectly; 3) the surroundings, the totality of natural conditions in which the activities of human society and organisms take place; 4) the totality of conditions and influences surrounding a person.

Analysis of these definitions allows us to conclude that the key element in the interpretation of this concept from a philosophical perspective is "surroundings" as the totality of conditions ensuring the existence and activity of a person.

In sociological science, the concept of "social environment" is widely used, defined as the part of the surroundings that includes interacting individuals, groups, social institutions, cultural values,

and other elements. The decisive influence of the social environment on the processes of personality formation and development is emphasized. Modern research focuses on the fact that the social environment is a product of human activity, the result of material and spiritual creativity. An important aspect for this study is the proposition that each individual, through their actions and relationships, acts as an element of the surrounding environment for others. This statement, it seems, is particularly significant for improving the effectiveness of professional-motivational adaptation of cadets in the conditions of a military higher education institution.

Based on this, the military-patriotic environment is viewed as a totality of the immediate surroundings of cadets, the diversity of their interactions, various types of activities, conditions, and opportunities for personal development. Structurally, this environment can be represented as consisting of informational and activity-based components.

The informational component includes documentation regulating the content and specifics of professional activities, as well as information and methodological support for the military-patriotic education of cadets (curricula, materials for lectures and practical exercises, program-methodological developments, diagnostic tools, etc.).

The activity-based component of the environment characterizes the various types of activities of cadets that contribute to solving the problems of improving the effectiveness of professional-motivational adaptation:

Educational (studying aspects of military-patriotic education, obtaining information about the successful actions of university graduates, about the heroic and courageous actions of cadets, about the activities of veteran and mentoring organizations, etc.);

Professional (performing military-professional duties);

Social (meetings of cadets with veterans, participation in professional skills competitions, meetings with veterans of the Second World War, etc.).

Thus, the creation of a military-patriotic environment involves the construction of a socio-professional space that characterizes the zone of direct activity of cadets in professional and social activities and reflects the phenomena of social and personal life (past life experience, communication experience, the influence of mass media, etc.). The solution of this task is ensured by the interrelated implementation of the informational and activity-based components of the proposed environment.

Let us consider the practical implementation of this pedagogical condition. To involve future officers in the process of preserving and strengthening the military-patriotic environment of the university, within the framework of the informational component, educational events and thematic unified days of state and legal information dedicated to patriotism were organized. Emphasis was placed on providing information about the heroic deeds of graduates, the activities of veteran and mentoring organizations. Meetings were held between cadets and officers who demonstrated outstanding qualities in the performance of their duties. These events and meetings possess significant potential in solving the problems of increasing military-professional motivation and forming professional orientation, which, in turn, contributes to the military-motivational adaptation of cadets. Of particular interest, richness in content, and cognitive nature were the classes devoted to the state symbols of the Republic of Uzbekistan, issues of conscience, duty, and honor.

To implement the informational component, the following activities were carried out:

- Stands with the state symbols of the Republic of Uzbekistan - coat of arms, flag, anthem, excerpts from the Constitution, portraits of the President, the Commander of the National Guard, etc. - were installed in the lobby and corridors of the university;
- Exhibitions dedicated to the history of Uzbekistan, the military and labor feats of our people, and the history of the university were designed;

- A photo album about the best graduate officers was published;
- Excursions and hikes to historical sites and places of military glory, etc., were conducted.

Conclusion

This research underscores the importance of the active role of cadets in creating and maintaining a military-patriotic environment in military educational institutions. The obtained data indicate that such an environment serves as an effective tool for the professional-motivational adaptation of cadets to training and future service.

Active participation in military-patriotic events, the formation of traditions, the maintenance of a favorable moral and psychological climate, the initiation and implementation of patriotic initiatives contribute to increasing motivation to master the military profession, forming a sense of duty and responsibility to the country, and increasing readiness to perform official duties.

Unlocking the potential of the military-patriotic environment as an adaptive mechanism requires a comprehensive approach, including purposeful organizational work, active interaction between teachers and commanders, as well as the creation of conditions conducive to self-realization and the development of personal qualities of cadets. Future research in this area may focus on the development of specific methodologies and programs aimed at optimizing military-patriotic education and improving the effectiveness of cadets' adaptation to military service in contemporary realities.

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