

THE METHOD OF FORMING THE DEONTOLOGICAL COMPETENCE OF CADETS

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Abstract

this article talks about the method of developing deontological competence of cadets and ways to increase the efficiency of the process of developing competence.

Key words

cadet, military, deontology, identification, positive, education, competence, communicative, competence.

The effectiveness of the process of forming the deontological competence of cadets largely depends on the ability of pedagogues and officers to use the dialogue communication method.

Communication through dialogue is considered as an emotional-intellectual method of stimulating the learning process, because this type of communication leads to the realization of subject-subject relations in the educational process. will help. In this case, we use it as a "method of emotional and intellectual stimulation" because the importance of dialogic influence cannot be "adapted" within the framework of technique.

It is known that the concept of "dialogue" is a form of oral speech. It means a conversation between two or more people. Monological communication is the only meaning of one of the communication participants (for example, a teacher), which must be accepted without words by other participants (for example, students), single will implies superiority in interaction.

In a dialogic relationship, it is important to discuss the situation together and focus on solving problems together.

Monologue is a "Greek" form of speech, a detailed and widely expressed opinion of one person. If in the monologic communication system one of the participants is active (subject of communication) and directs his activity to another participant (object of communication) who remains passive, then dialogic

communication implies the activity (subjectivity) of all participants. At the same time, the activity is focused not on the personality of one of the participants, but on the topic of communication, and the communication itself is primarily mediated by the subject. They can be all areas of human activity.

The process of developing the deontological culture of cadets necessarily implies functional-role or social activity relations. The main function of the process of this type of relationship is communication related to providing the cadet with the knowledge and skills necessary for the development of his deontological competence. It is assumed that the subject of dialogue is objective activity, and the content consists of special knowledge and cultural-historical experience of mankind.

From the theoretical analysis presented above, we can conclude that the dialogic attitude is undoubtedly effective in the development of deontological culture from the point of view of personal and professional quality of cadets. affects.

As a method, dialogue has rich possibilities of emotional-intellectual techniques in the development of deontological culture, and we will dwell on the essence of these methods below.

Identification (lat. identifera - identification) is considered important as a mechanism of transferring oneself to the situation, to the position of another person. In the process of identification, personal meanings are acquired, as a result, it helps to understand the motives, feelings, inner state and intentions of another person.

Cognitive interpretation - (explanation) with the fact that the interlocutor cannot clearly describe the situation he wants to express due to the fact that he does not yet fully understand his feelings and situation explained. It is correct to use this technique if an effective psychological connection has been established. The main goal is to help the interlocutor see connections or some aspects of the situation that he is not fully aware of.

Encouragement and persuasion are ways to confirm that trainees are willing to accept their thoughts and feelings, whatever they may be. This method is often called "opening", that is, it serves to reduce the interlocutor's tension caused by the fear of misunderstanding or implicit rejection.

Self-disclosure is describing with specific examples how you have overcome processes similar to those experienced by others in the military career. Similarity should not only consist of the similarity of external circumstances and situations, but should also be at the level of deep uniqueness of meaning and feelings. In this

process, it is required that the exchange of emotional experiences does not have the nature of judgment, moral evaluation and teaching. Self-disclosure is not in the context of advice in the form of "idealized reality", but the experience of officers and military personnel in the process of service, which represents various manifestations of a special situation. attention is paid to presenting it as a vital event.

The fact that the given information is sufficiently detailed and clear for the trainees to draw their own conclusions ensures that it appears as a useful emotional-intellectual method of stimulating the development of deontological culture in learners.

Emotional-intellectual methods that stimulate the process of deontological culture development in the borders of dialogic communication of cadets make it possible to use the method of establishing personal contact, which helps to determine the connection between two people entering into dialogue. Personal communication can take many forms.

This is a physical (tactile) contact established by touch; visual - through a glance; oral - using words; plastic - expressed by gesture.

The greatest importance of developing deontological culture of cadets is visual communication - eye contact. "An open, natural, friendly look directly into the eyes is important not only for establishing a good communicative relationship, but also for meeting his emotional needs." that is, from the point of view of developing deontological culture of cadets, it is important to develop this skill.

Visual communication is gradually replaced by verbal and tactile. In the process of developing this method of developing deontological culture among cadets, the participants of the dialogue learn to establish various types of personal relationships.

Positive reinforcement is one of the effective ways to develop deontological culture of cadets. It is a collection of various influences that cause the trainees to be satisfied with the events or situations that happened. The purpose of positive reinforcement is to form an attitude to social and cultural values and to combine modern forms of psychological education.

Positive reinforcement is facial (looks, facial expressions), plastic (friendly gestures, hand movements, caresses), verbal (kind words, compliments), objects (souvenirs, flowers and etc.), effective (extending a hand, offering something, favor).

The military-professional forecast of the development of deontological culture of cadets should ensure positive growth (dynamics). Such growth can only be

observed when the trainees are aware of the relevant knowledge and skill set for this process. In conclusion, it should be noted that the process of deontological culture development of cadets within the framework of our research requires clarification of the following pedagogical conditions: axiologising the cadets' scientific preparation; by forming a system of knowledge related to deontology, professional and communicative culture.

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