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Zahid Sh. Alimardanov,
PhD, researcher,
Tashkent higher military technical college,
Republic of Uzbekistan

Contextual Technologies in Formation Professional Competence of Military Experts in the Higher Military Institution

Key words: *innovative technologies, competence approach; quasiprofessional activity; interaction; educational games; activity approach; thinking; context*

Annotation: *the article reveals the basic problems of formation of professional competence of military professionals and discusses contextual technology that implements a competence-based approach is able to provide the level of personal inclusion of the student in the process of learning and mastering professional activity.*

The state of the Armed Forces of the Republic of Uzbekistan in modern conditions, their ability to conform to the spirit of the time, to ensure strategic deterrence, combat readiness of the troops and the protection of the interests of the country directly depends on the quality of training of military specialists. The development of the system of military education is considered as one of the priority directions of the construction and development of the Armed Forces.

Criterion of the effectiveness of managed development of the military education system is the strengthening of the defense capability of the country, supported specific activities of construction and development of the Armed Forces and increase the professionalism and quality of work of military specialists. As noted by the President of the Republic of Uzbekistan: ""radically to revise the whole system of our education, to expand opportunity for acquiring professional knowledge, strengthen the training of professionals able to work in a new environment, with new and modern technologies (1, p. 325).

This fully applies to the training of military personnel in conditions of innovative development of society. The level and quality of training for the training of scientific and pedagogical personnel of high qualification affect the upgrading of teaching staff of military institutions; have promoted the effectiveness of scientific support service-combat activities of military units and divisions of internal troops of the Republic and the intellectualization of society in General.

One of the main pedagogical conditions promoting the formation of innovative competence of military personnel is to introduce the learning process of innovative technologies of learning shaping the ability of trainees to creativity and innovation.

Among these technologies we distinguish sign and contextual learning, in which dynamically simulated subject and social content of professional work, thus provided the conditions of transformation of educational activity of the student in professional activities of specialists with a gradual shift of cognitive needs and motivations, objectives, actions and deeds, means, subject and results in (4, 6).

The content of professional training of future military experts when the sign-contextual learning includes two components: subject content, which includes military-professional competence of future military specialists, and social content, which provides the ability to work in the service team. Subject content called the base, and the social background, it includes the contents of ethics, ecology, history, culture, etc., all forms of philosophical and social quality of military specialist.

Information, such as texts and other sign systems, sign-contextual learning turn into knowledge (9, p. 180).

The practical competence of future military specialists will gain only in the case of a double transition: from the sign (information) to thought and from thought to action, meaningful action. Therefore, from the standpoint of sign and contextual learning information in the learning process in the military higher educational institution should be given in the context of the future military work, with the prospect of further professional use: "doing by learning and learning by doing. The reconstruction of the subject and social contexts of the professional activity contributes to the educational process a number of new highlights: the space-time context of the past (samples of theory and practice) – real (performed learning activities) – future (simulated professional activity); systemic and interdisciplinary knowledge; the ability to dynamically deploy learning content, which is usually given in statics; scenario plan the activities of specialists in accordance with the production technology; familiarity with job functions and responsibility of the specialist; the role of "orchestration" of professional actions and behavior; understanding of official and personal interests of future specialists (6, p. 6).

In the sign-contextual teaching content of scientific knowledge is represented in the form of educational information, but the subsequent problem situations, problem, models, tasks, make future military deeply consider the material under study, to comprehend the causal relationships of processes and phenomena, their regularities that develops the cognitive power of the students, fills the personal meaning of their cognitive activity. The formation of the indicative system of the future professional activity. The student, as it unfolds from the past goes through the present (they performed cognitive activity) in the future (a simulated situation of professional activity).

Thus, in the context of the same learning object activities transformirovalsya from the student academic information (academic activities) to the simulated situations (in educational and professional activities). The peculiarity lies in the fact that from the beginning of the future military expert is in active position and gets the basic forms of even more developed practice of using the educational information as a means of regulation of their own activities. This ensures the entry of young professionals in the profession without any difficulties connected with subject and social adaptation at the service location.

The content of contextual learning is implemented using semiotic, imitation and social learning models, i.e. from the educational activities (lectures, seminars) to quasiprofessional activities, enable future military expert in the communicative space to play a situation related to future

professional activity and will learn in these games to interact and understand others, thus it develops itself and together with him developed the surrounding.

The purpose of quasiprofessional activities – the combination of contexts of the future military personnel, agreement meaning. As soon as they saw the application of his point of view, adjusted it according to other points of view, found the General, as soon as the future military experts have begun to understand what is happening around and understand each other's actions when implementing organizational and communication games, only then you can proceed to the next academic and professional stages.

On the educational and professional stage resource of increase of efficiency of process of realization of technology of sign and contextual learning is the development of an organizational simulation exercises, which are designed and implemented functional model of professional activity.

Practice has shown that in organizational communication, organizational and activity games, you can combine all the process of collective self-development and development activities. Almost existing organizational and communicative and organizational activity games in various advantage of all these opportunities. As a rule, the tighter the logic, the faster occurs the prospect of a retreat from meaningful, professionally relevant situations in the game to increase mental layer in the organizational communication and organizational activity games. With his, help achievable consent to within the practical order and the transformation of the game in the polygon of mental activity. The work of the teacher at this stage is, in essence, becomes a creative research activity. In this sense, problem-solving and symbolic-contextual approaches have, in our opinion, the General methodological bases and use the same pedagogical implementation is the organizational and communicational projects and all kinds of games quasiprofessional activity.

In these approaches, the educational process is saturated with complex sanjevani compositions. Description of the activities involves the release of a politician from a practical point of view external to implemented and future activities, is in a reflective position. Therefore, a problem - action learning and symbolic context do not contradict but complement each other in the search for new pedagogical tools and means of achieving the objectives of competence-based approach.

Thus, the semantic-contextual learning as innovative technology is a cooperative interaction between the active subjects of the educational environment of the military educational companies in which the learning content is set in the format of "teacher – future military specialist ", "the future military specialist - future military specialist", "the future military specialist - information source", "teacher future military specialist -source of information" towards the realization of semiotic functions (understanding of the studied text) in the context of the military profession. Thus, the semiotic function of the future military expert in the process of realization of technology of sign and contextual learning in the professional training of military educational institutions occurs through symbolic activities in its different types: substitution, encoding of schematic; simulation. Therefore, implementation of sign-context education allows a scientific Foundation for the improvement of professional training of future military specialists for the development of the semiotic characteristics of their sign - symbolic activities: reflection, intention, reversibility, and invariance.

It follows from this provision that in the execution of the training of the future military expert of sign-contextual learning should be based on activity of subjects of this process aimed at improving subject-specific symbolic tools (primarily verbal) as well as on the improvement of operating them, in which further digested by specialized knowledge, increased operational activity level of development of future military specialist by means of sign-symbolic activities.

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