



## IMPLEMENTATION OF A COMPETENCY-BASED APPROACH IN MILITARY EDUCATION AND OPPORTUNITIES FOR DEVELOPING STUDENTS' ACQUIRED SKILLS AND KNOWLEDGE

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**Abstract.** *This article focuses on the implementation of a competency-based approach in the military education system and the enhancement of the effectiveness of developing the knowledge, skills, qualifications, and abilities acquired by cadet-students. It also theoretically examines the opportunities for cadets to actively participate in practical projects, apply their acquired knowledge and skills in real-life scenarios, and further develop their social and professional competencies.*

**Keywords:** *Military education, cadet, student, skills, core competencies, specific competencies, general competencies, military leader, field training camps, competence, critical situations, theoretical and practical training, specialization, combat-training, qualities, development.*

### INTRODUCTION.

In the Republic of Uzbekistan, the continuity and consistency of education, along with the role of military education within this process, are of significant importance. Military education (pre-conscription basic military training) is incorporated into secondary school curricula, with its primary objective being the enhancement of students' physical and psychological preparedness, the development of civil defense knowledge, and self-defense skills. In the direction of military training, a central role is played in fostering a spirit of patriotism and shaping national identity, while also instilling civic values and skills necessary for the defense of the homeland.

Based on the above, it should be emphasized that the physical preparation of students, and the development of their patriotic and civic values, first and foremost requires a high level of competence from military instructors responsible for pre-conscription training. Therefore, the key competencies in the field of military education can be classified as follows:

**Communicative competence** – the ability to establish effective internal and external organizational communication, convey accurate information, and operate using various methods of communication.



**Managerial competence** – the ability to efficiently plan, organize, and control unit activities, make sound decisions in diverse situations, manage resources, and achieve set objectives.

**Socio-active competence** – the ability to communicate with others, understand and consider their interests and needs, work collaboratively in teams, and resolve conflicts constructively.

**National and general cultural competence** – awareness and understanding of one's national history, customs, and values, as well as the core cultural norms and principles; the ability to adapt to diverse cultural environments.

These competencies may vary and be expanded depending on a country's military doctrine and the specific needs of a military organization.

Below are the six core forms of military-professional competencies:

**Motivational qualities** – a sense of motivation and incentive for military service, the desire to protect one's homeland, a strong sense of patriotism, and a readiness to demonstrate courage.

**Intellectual capacity** – the ability to analyze different situations, make appropriate decisions in non-standard military conditions, learn previously unknown strategies and tactics, and apply them in practice.

**Volitional qualities** – determination and the ability to act under military threats and stress, and to overcome challenges in physically and psychologically demanding conditions.

**Practical skills** – proficiency in handling military equipment, applying tactics and procedures, effectively using combat weapons and communication tools, and ensuring the safety of comrades and civilians during military operations.

**Emotional qualities** – the capacity to regulate emotions under stress, maintain calm and rational thinking, and overcome fear, anxiety, and similar emotional pressures.

**Self-control** – the ability to regulate one's behavior and actions, strictly observe military discipline, follow orders unconditionally, and be a responsible and trustworthy military professional who earns the confidence of the leadership.

## LITERATURE REVIEW AND METHODS

The above-mentioned forms of competencies support military personnel in successfully fulfilling their duties and overcoming the challenges and difficulties that may arise during military service. In addition, based on the scientific research of Uzbek scholar-educators O. Khaitov and N. Umarov, the following classification of competencies can be presented:

**1. Competencies related to information processing:** skills in gathering and analyzing data; the ability to make sound decisions in any situation; efficient use and editing of information in the appropriate format.

**2. Competencies related to achieving success:** abilities in planning; organizing activities effectively; analyzing outcomes based on observations.

**3. Competencies related to working with people:** managing public relations; successful teamwork; the ability to influence others in various situations.

Classifying competencies as outlined above enables their grouping based on specific categories, which, in turn, allows for a more systematic understanding of competencies overall.

**According to E.S. Zair-Bek,** a researcher in this field, the competency-based approach includes an analysis of methodological competencies, which are categorized as follows:

- **Goal-oriented competency** refers to the ability to participate in the planning and formulation of educational and developmental goals and to consciously direct one's actions toward achieving these goals. This includes identifying specific objectives, aligning them with context, and executing actions aimed at achieving them. Goal-oriented competency also encompasses the ability to evaluate progress toward these goals and, if necessary, make adjustments to one's actions.

- **Content-related competency** is understood as the capacity to possess adequate knowledge, skills, and understanding of the subject matter that education or activity is focused on. This competency involves not only knowledge of facts and theories but also the ability to analyze and interpret acquired knowledge within specific contexts and apply it practically. It also implies monitoring the importance and development of subject-area knowledge and utilizing various methods and tools necessary for its application.

**Researcher M.B. Urazova,** in the context of project-based activity, proposes the following classification of competencies:

- **Reflective competency** refers to the ability to analyze and evaluate one's own activities within project work, reflecting on the results achieved during the work process. It includes awareness of one's strengths and weaknesses, the ability to analyze errors, and the willingness to improve professional performance. Reflective competency involves learning from experience, accepting constructive criticism, and using it for development and enhancement. Key skills associated with this competency include analyzing complex situations, making informed decisions, and adapting to change.

- **Cognitive competency** refers to analytical, critical, and creative thinking abilities within the context of project activities. It also encompasses broad knowledge and skills across various disciplines. This includes the ability to edit information, solve problems, develop context-appropriate strategies, and anticipate results. Cognitive competency implies the capacity to generate new ideas, construct logical reasoning chains, and synthesize information from diverse sources. Related key skills



include critical thinking, formulating hypotheses, applying theoretical knowledge in practice, and analyzing outcomes derived from such application.

- **Information competency** denotes the ability to find, evaluate, select, and effectively utilize various information sources and tools within the context of project work. This includes skills in searching and gathering information, analyzing and critically evaluating the results obtained, and organizing and presenting collected information according to specific criteria. Information competency also involves understanding principles and methods of working with information, as well as assessing its reliability, validity, relevance, and importance to the project's objectives. Essential skills in this area include the effective use of information technologies and tools, and the ability to present information in a clear and comprehensible format;

- **Social competency** in the context of project-based activities refers to the ability to communicate and collaborate effectively with others. This includes working in a team, completing tasks quickly and according to established criteria, motivating and encouraging team members, and constructively resolving problematic situations. Social competency also involves the ability to establish trustworthy and stable relationships with project team members and stakeholders, and to adapt to various cultural and social contexts. Key skills related to social competency include effective communication, active listening and understanding others, resolving conflicts without escalation, and making decisions in a team context.

Our research has shown that there is no unified definition of the concept of "competency" nor a single systematic classification of competencies. However, our analysis highlights a common trend in both international and local pedagogical research: a shared set of challenges and methodological approaches. As a result, it points toward a direction for shaping human competencies within an acmeological context. Therefore, within the educational framework, competencies can be divided into three levels: basic competency, general competency, and specific competency.

Based on the analysis of our study and a detailed examination of the basic competencies mentioned above, we arrived at the following conclusion: in the process of preparing military personnel, it is possible to substantiate a paradigm of competencies for future military leaders in pre-conscription basic training grounded in the competency-based approach:

#### **Basic Competencies:**

- A thorough understanding of the societal requirements for shaping the educational-combat qualities of future military leaders in pre-conscription basic training;
- Mastery of the foundational competencies of professional competency (physical, intellectual, social, and occupational) for future military leaders in pre-conscription basic training;

• Competencies that define the foundations for developing educational-combat qualities in future military leaders (including conditions, practical exercises and assignments, regular interaction and communication, collaborative activity, self-analysis, development, and evaluation).

#### **General Competencies:**

- Theoretical foundations related to the formation of educational-combat qualities in cadet-students of the pre-conscription military education field based on the competency-based approach;
- Organizational and practical skills aimed at developing educational-combat qualities in cadet-students through the effective application of the competency-based approach.

#### **Specific Competencies:**

- Competencies for developing scenario-based exercises aligned with elements of competency (integrative approach, project design, technologization), consisting of practical tasks and exercises focused on educational-combat activities;
- Competencies for the effective use of development, consultation, and correctional methods.

During the analysis of international and local research on the implementation of the competency-based approach in education systems, a convergence of scholarly views became evident. This is due to the fact that competency is always developed through activity, provided there is an individual interest, and is manifested in the person's actions.

#### **Conclusion**

In conclusion, it can be stated that the implementation of a competency-based approach in the education system creates favorable opportunities for students to further develop the skills and knowledge they have acquired. This approach enables students to actively participate in practical projects, apply their theoretical knowledge in real-life situations, and enhance their social and professional competencies. Such an approach fosters creativity, independence, and critical thinking among cadet-students. As a result, the adoption of a competency-based approach not only ensures a deeper mastery of the learning material but also prepares students for a successful future career and contributes to the development of their leadership skills.

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