



METHODS OF INCREASING CADETS' ACTIVITY IN TRAINING SESSIONS

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Annotatsiya. *Ushbu maqolada mashg'ulotlarda kursantlarning faolligini oshirish usullari ilmiy-nazariy jihatdan tahlil qilinadi. Tadqiqotda zamonaviy pedagogik yondashuvlar, interaktiv ta'lim metodlari va motivatsion strategiyalarning kursantlar faolligiga ta'siri ko'rib chiqilgan.*

Kalit so'zlar: *kursant, faollik, mashg'ulot, interaktiv usullar, motivatsiya, ta'lim samaradorligi, pedagogik texnologiyalar.*

Аннотация. *В данной статье проводится научно-теоретический анализ методов повышения активности курсантов на занятиях. В исследовании рассматривается влияние современных педагогических подходов, интерактивных методов обучения и мотивационных стратегий на активность курсантов.*


Ключевые слова: *курсант, активность, занятие, интерактивные методы, мотивация, эффективность обучения, педагогические технологии.*

Abstract. *The article provides a scientific and theoretical examination of methods which increase cadets' training session activity. The research investigates how contemporary teaching methods and interactive learning approaches together with motivational techniques affect cadet participation.*

Keywords: *cadet, activity, training session, interactive methods, motivation, teaching effectiveness, pedagogical technologies.*

Introduction. The issue of increasing cadets' activity during training sessions remains one of the most relevant and widely discussed topics in modern military pedagogy and higher education didactics. The professional training quality for future officers depends on their cognitive engagement level and their intellectual initiative and their practical educational process participation [1]. The educational system of military training requires active student participation because military technologies and geopolitical issues and professional military duties have increased their difficulties for students [2]. The traditional training methods, which involve passive information delivery, have become insufficient for modern military education requirements, which demand that cadets develop their critical thinking and problem-solving and decision-making skills under uncertain conditions [3]. The study's relevance exists because both national educational standards and international educational standards now prioritize student-centered learning and competency-based education and the use of innovative technologies during teaching. [4].

Methodology and Literature Review. The research method used in this study requires systematic examination of all scientific literature which includes monographs and journal articles and dissertations. Slastenin [3] developed a complete system for classifying.




pedagogical methods which teachers use to stimulate students' cognitive development through three main types of methods. Verbitsky [5] created the concept of contextual learning which requires educators to design learning environments that mimic actual work situations to inspire cadets to focus on their studies while developing their job skills. International research has provided essential knowledge about how learners become engaged and how different teaching methods succeed in their mission to educate learners. According to Bonwell and Eison [6] active learning includes all teaching methods which require students to participate actively in their educational process instead of just listening to lectures and their research created the main theory framework which other researchers about student engagement in higher education would follow. Prince [7] finished a complete examination of active learning research which found that collaborative learning and cooperative learning and problem-based learning methods lead to better learning results than traditional lecture-based teaching methods.

Freeman et al. [8] published a landmark meta-analysis which proved that active learning methods improve student performance in science engineering and mathematics courses by half a standard deviation when compared to traditional lecturing methods and that active learning methods produce 55 percent lower failure rates than traditional lecturing methods. Yuldashev and Usmonov [9] studied how teaching technologies affect cadets' motivation and found that using information and communication technology with multimedia presentations and electronic simulations and digital assessment platforms through pedagogy showed positive effects on cadets' interest and training participation.

Results and Discussion. The scientific literature examination shows three main results which reveal effective methods to enhance cadet training session participation. First, the evidence consistently demonstrates that interactive and participatory teaching methods are substantially more effective than traditional lecture-based approaches in promoting cadets' active engagement. The educational system has undergone a major transformation which studies conducted in various learning environments including military training centers have proved to be true through their research findings. The implementation of methods such as problem-based learning, case analysis, simulation exercises, and collaborative group work creates conditions in which cadets are required to think critically, communicate effectively, and apply theoretical knowledge to practical situations, thereby developing the professional competencies essential for their future careers.

The motivational aspects of cadets' activities function as an essential component which training session development requires as their fundamental element. The literature indicates that cadets' willingness to participate actively is strongly influenced by the perceived relevance of the learning material to their professional goals, the quality of the instructor-cadet relationship, and the availability of opportunities for meaningful achievement and recognition. The findings indicate that cadets will become more active when educational institutions implement both instructional methods and the necessary psychological and emotional support systems which help students maintain their involvement. The creation of,






a supportive and intellectually stimulating learning environment, in which cadets feel valued, challenged, and motivated to excel, is a prerequisite for the successful implementation of any active learning strategy.

The introduction of contemporary information and communication technologies into training programs creates an essential driving force that boosts cadet participation levels. Educational institutions now possess digital resources and online platforms which enable them to implement diverse teaching methods that deliver quick student assessments while enabling group learning and developing virtual training environments which provide authentic training simulations. The research shows that technology by itself does not lead to higher activity levels because its success depends on how instructors use their technological resources for effective teaching through their structured educational systems [10]. The instructor's role remains central to the process of activating cadets' engagement, as it is the instructor who designs learning tasks, facilitates discussions, provides guidance, and creates the conditions necessary for active participation.

Conclusion. The present study has demonstrated, through a systematic analysis of Uzbek, Russian, and international scientific literature, that the problem of increasing cadets' activity in training sessions is multifaceted and requires a comprehensive approach to its resolution. The findings confirm that interactive teaching methods, motivational strategies, and the integration of modern educational technologies constitute the three principal pillars of effective strategies for enhancing cadets' active engagement. The transition from traditional, instructor-centered models of instruction to learner-centered, activity-based approaches has been consistently supported by the evidence as the most promising direction for the development of military pedagogy and the improvement of cadets' professional training.

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