



## METHODS OF INCREASING CADETS' ACADEMIC PERFORMANCE DURING TRAINING SESSIONS

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**Abstract.** *This article examines present-day methods which educational institutions use to improve the academic performance of their cadets. The study combines educational theories with practical advice for teachers who work in specialized training facilities to show how teachers should use different teaching methods and create student motivation and use technology in their lessons.*

**Keywords:** *academic performance, cadets, training sessions, pedagogical methods, active learning, differentiated instruction, motivation*


**Annotatsiya.** *Ushbu maqola ta'lim muassasalarida kursantlarning akademik natijadorligini oshirishga qaratilgan zamonaviy yondashuvlarni tahlil qiladi. Tadqiqot maxsus tayyorgarlik muhitida faoliyat yurituvchi pedagoglar uchun nazariy asoslar va amaliy tavsiyalarni umumlashtiradi hamda differensial ta'lim, motivatsiyani kuchaytirish va texnologiyalarni integratsiya qilishning muhimligini ta'kidlaydi.*

**Kalit so'zlar:** *akademik natijadorlik, kursantlar, mashg'ulotlar, pedagogik metodlar, faol ta'lim, differensial o'qitish, motivatsiya*

**Аннотация.** *В данной статье рассматриваются современные подходы к повышению академической успеваемости курсантов в образовательных учреждениях. Исследование обобщает теоретические основы и практические рекомендации для педагогов, работающих в условиях специализированной подготовки, подчеркивая важность дифференцированного обучения, повышения мотивации и интеграции технологий.*

**Ключевые слова:** *академическая успеваемость, курсанты, учебные занятия, педагогические методы, активное обучение, дифференцированное обучение, мотивация*

**Introduction.** The quality of cadet training represents a critical factor which prepares military servicemen and law enforcement officers and civil protection agency personnel for their various professional duties. Academic performance during training sessions serves as a primary indicator of educational effectiveness and directly influences the professional readiness of future specialists [1]. The current educational reforms which both Uzbekistan and other countries implement require educational institutions to update their teaching methods so they can match current professional demands together with educational criteria [2]. The research holds significance because educators encounter ongoing difficulties which prevent them from achieving optimal cadet participation and success during their demanding training periods. Traditional lecture-based instruction fails to provide students,




with essential skills needed for professional success which include both practical competencies and critical thinking abilities [3].

**Methodology and literature analysis.** The research methodology of this study combines systematic literature review with pedagogical source analysis through comparative study. The scholarly literature analysis reveals multiple interconnected factors which impact cadet academic performance. Abdullayeva states that training environments create a motivational climate which determines learning outcomes because intrinsic motivation drives students to maintain academic work and retain knowledge [4]. According to this viewpoint self-determination theory states that people need to achieve three psychological needs which include autonomy and competence and relatedness to experience their best learning results. Russian pedagogical scholarship, particularly the work of Selevko, provides comprehensive examination of educational technologies which academic institutions need to implement intensive training programs through modular instruction and problem-based learning [5]. These methodologies support active knowledge construction processes which produce better understanding of concepts and practical use skills. International research provides strong proof about how differentiated instruction works effectively in different educational settings.

Tomlinson's framework for addressing varied readiness levels, learning profiles, and interests offers practical strategies for educators working with heterogeneous cadet populations [6]. The implementation of tiered assignments together with flexible grouping and multiple assessment formats enables instructors to create challenges for advanced learners while they deliver necessary support to students who need extra assistance. Hattie's meta-analytic research identifies feedback as among the most powerful influences on academic achievement, emphasizing that timely, specific, and actionable feedback significantly enhances learning outcomes [7]. Educators can monitor cadet progress through formative assessment practices which help them make necessary instructional adjustments. Yuldashev examines the application of interactive teaching methods within local educational institutions, demonstrating positive correlations between collaborative learning activities and academic performance indicators [8]. Research on digital technology integration shows that multimedia resources and learning management systems can effectively supplement traditional instruction when they are designed to accommodate different learning preferences [9].

**Results and discussion.** The analyzed literature produces several important discoveries which show the most effective methods for improving cadet academic performance. The research proves that active learning methods, which demand students to think critically about their studies, should be used in educational settings. Problem-based learning scenarios and case study analysis together with simulation exercises prove to be effective training methods which enable learners to apply their theoretical knowledge in specialized educational contexts.





The research shows that academic results improve when educational institutions dedicate their resources to studying motivational factors. The combination of supportive learning environments which enable students to meet their learning goals through controlled choices and vital connections between training materials and their professional applications results in higher cadet commitment and ongoing participation. The educational environment which instructors create depends on their teaching methods because their enthusiasm and approachability together with their authentic dedication to student development create positive learning outcomes according to research [10].


Assessment practices emerge as another critical determinant of academic performance. The literature strongly endorses moving beyond summative evaluation toward integrated formative assessment approaches that provide ongoing feedback and opportunities for improvement. The combination of regular low-stakes assessments and peer evaluation activities and self-reflection exercises enables cadets to develop metacognitive awareness while taking increased ownership of their learning progress. The evidence supports using multiple assessment formats because they help students with different strengths and learning styles while keeping the same requirements for showing competency.

The analysis also highlights the importance of institutional and organizational factors in supporting effective pedagogy. Professional development opportunities for instructors, adequate resources for implementing innovative methods, and administrative support for pedagogical experimentation contribute to sustained improvement in educational quality. Collaborative planning among educators facilitates sharing of effective practices and promotes coherent curricular approaches across training programs.

**Conclusion.** This analysis demonstrates that enhancing cadet academic performance requires comprehensive attention to pedagogical methods, motivational factors, assessment practices, and institutional support structures. The literature consistently emphasizes active learning approaches, differentiated instruction, systematic feedback, and technology integration as evidence-based strategies for improving educational outcomes. Educators working in cadet training contexts should prioritize creating engaging learning environments that challenge learners appropriately, provide meaningful feedback, and connect training content to professional applications. Future research should continue examining contextually specific implementations of these approaches within diverse training environments to refine pedagogical recommendations and support continuous improvement in cadet education.

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