

Military Tradition and Spiritual-Moral Education of Military Servants in Uzbekistan

Abidjanova Muxlisa Abdukahharovna

Lecturer at the Department of Humanities of the Academy of the Armed Forces of Uzbekistan

Annotation. *Advantages of the method of extensive use of information and communication technologies in the education of the moral and ethical qualities of servicemen. The purpose of raising the spiritual and moral education of servicemen using ICT is to bring up servicemen who think independently, have a broad outlook, faith, strong will, devotion to the people, live on the invaluable heritage of our ancestors, their worldview, creativity, and the expansion of the scope of analytical thinking, the formation of such important qualities as high responsibility and accountability for the fate of the motherland.*

Keywords: *spiritual education, patriotism, military oath, information and communication technologies, military service, results, culture.*

I. Introduction.

First of all, a serviceman must be spiritually formed, broad-minded, far-sighted, aesthetically educated, have a great life experience, be superior in all respects, be patriotic, selfless, courageous and loyal to his duty. The serviceman should be constantly informed about the events and happenings in the world and in our country. In this regard, the role and place of ICT in the moral education of servicemen is enormous. Because they need to know what information to get from where, how, and whether the information they receive is right or wrong, and most importantly, they need to be taught to analyze that information correctly.

Spiritual and moral education of servicemen is the development of planned, purposeful and systematic work by commanders of all levels to ensure the independence and security of our state, the inviolability of our borders, the peace and tranquility of our people, their combat readiness and combat readiness. and is said to improve.

The Action Strategy for the further development of the Republic of Uzbekistan for 2017-2021 identifies "further improvement of the system of continuing education, the continuation of the policy of training highly qualified personnel in line with modern needs of the labor market" [2]. In this regard, raising the level of knowledge of servicemen, becoming a mature specialist of their profession, will contribute to the further development of the defense potential of our country.

In the spiritual upbringing of servicemen, they must form and develop patriotism, nationalism, devotion, devotion to duty, honesty, purity, discipline, a mature specialist in their field, high moral and legal rules. Achieving this goal involves a number of complex measures. One of them is the need to cultivate in servicemen a well-rounded person and a perfect person who will be faithful to the oath of allegiance to the Fatherland and perform his duties, and if necessary, will be willing to give his life for it.

Now we move on to the use of direct information and communication technologies in improving the moral and ethical education of servicemen.

Information and communication technologies are a wide range of tools for processing information transmitted in words, numbers, images, sounds and other forms. Their main feature as a tool is the ability to configure (program) to perform various operations related to obtaining and processing information.

Encourages the service man to read books, to acquire knowledge.

II. Discussion.

Studies by psychologists have repeatedly shown that the human eye remembers much more than it hears with the ear. Visual information is more effective in remembering, memorizing, assimilating diagrams, shapes, pictures, videos and other similar things in different forms. For example, it is possible to remember tens of thousands of things per second when heard with the ears and millions of things seen with the eyes. It is not for nothing that our people say, "It is better to see once than to hear a thousand times."

The set of programming methods used in a particular learning process in the educational process is determined by the content of the subject, learning goals and objectives. The following main types can be distinguished: lecture course support; process or event modeling; modeling the operation of a technical system (training, training and management of its use); testing and control; electronic textbook; kits and task generators; information systems; game training programs; integrated educational systems; specialist in this field [8] Pedagogical scientist V. K. Selevko considers the computer literacy of the teacher as an important part of the content of computer technology and includes the following:

knowledge of basic concepts of computer science and computer engineering;

knowledge of the general structure and functional capabilities of computer technology;

knowledge of modern operating systems;

knowledge of the capabilities and operational tools of a modern program that performs a common task, as well as mastering their functions;

has mastered at least one text editor;

know the basics of programming algorithms, packages;

initial experience in the use of applications that perform utilitarian (useful) functions [9].

Studies by psychologists have repeatedly shown that the human eye remembers much more than it hears with the ear. Visual information is more effective in remembering, memorizing, assimilating diagrams, shapes, pictures, videos and other similar things in different forms. For example, it is possible to remember tens of thousands of things per second when heard with the ears and millions of things seen with the eyes. It is not for nothing that our people say, "It is better to see once than to hear a thousand times."

There are many scholars in the practice of world pedagogy, including M. V. Bulanova-Toporkova and others assess the teacher's knowledge of information technology on the basis of the following qualities:

- ability to evaluate and integrate experience in a modern information environment;

- Striving to develop personal creative qualities;

- high level of general communicative culture;

- have experience in organizing theoretical concepts in the field of interaction with the media;

- the need for self-reflection (analysis of one's mental state);

- mastering the culture of receiving, selecting, storing, retrieving, modifying, transmitting and integrating information.

III. Conclusion.

In particular, conducting interactive lessons using multimedia technologies gives good results. In a typical lesson, the teacher explains the content of the topic, and the students listen, see, remember, and write the necessary notes in their notebooks. They are willing to accept any information. On the contrary, interactivity allows students to actively engage in the learning process. The military simply doesn't listen. They ask questions, express their opinions, try to understand the incomprehensible parts of the study

material in more detail, argue, come to a single conclusion and solution. In interaction, both parties: both the teacher and the students are active, working together to achieve the goals set in the lesson. No student will be left out of the main reading in class. Everyone reads, everyone teaches each other, which in turn gives great results and results and leads to success.

The interactive lesson combines the advantages of traditional teaching methods under the guidance of a teacher and individualized computer-based learning. The computer becomes an active assistant to the training leader. Presented from computer slides (pictures, graphs, tables, diagrams, formulas, video sheets), the teacher explains them. When such interactive sessions are conducted, the topic becomes more interesting and memorable, and at the same time more effective. This in turn gives great results.

IV. References:

1. Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947 "On the Strategy of Actions for the further development of the Republic of Uzbekistan". - "Collection of Legislation of the Republic of Uzbekistan", 2017, No. 6, Article 70.
2. Enlarged meeting of the Security Council under the President of the Republic of Uzbekistan on January 10, 2018.
3. R.A. Movlonova, M. Arabova, G.Salohitdinova. Pedagogical technology. - T: "Science" Publishing House. 2008, p.16.
4. O. Hasanboeva, J. Hasanboev, H. Hamidov. History of pedagogy. – T.: "Teacher" publishing house, 1997, page 43.
5. K. Hoimov, S. Ochilov. Anatomy of Uzbek pedagogy. – T.: "Teacher" publishing house, 2010. Page 130.
6. Kanap'yanov S.Kh. Education of servicemen of the Republic of Kazakhstan through the implementation of the pedagogical potential of the media // Education in the modern cultural and educational space: Sat. conference articles 27.10.2016. - 2016. - pp. 104–109.
7. Fedorova S.V. Formation of ethical values of schoolchildren by means of information and communication technologies in an institution of additional education: on the material of the English language: dis. ... Cand. ped. Sciences: 13.00.01 / - Yakutsk, 2008. -- 203 p. - Bibliography: p. 160-180.
8. Fatkhullina L.V. Information and educational technologies as a means of patriotic education of youth in public associations: dis. ... Cand. ped. Sciences: 13.00.05 / - Kazan, 2008. -- 149 p. - Bibliography: p. 118-142.

9. Finnish I.P. Pedagogical conditions for the effectiveness of patriotic education in the system of higher military education: - Tomsk, 2009. - 236 p. - Bibliography: p. 179-195.

10. Trenin I.V. Integration of information and didactic resources in the educational process of a military university: dis. ... Cand. ped. Sciences: 13.00.08 / - M., 2017. - 293 p. - Bibliography: p. 253-278.

11. Buslovsky V.N. Information and communication support for the transition of the Armed Forces of the Russian Federation to the contract method of manning: dis. ... Cand. polit. Sciences: 23.00.02 / - M., 2006 .-- 220 p. - Bibliography: p. 155-166.

12. Alekseeva T.E. Pedagogical aspects of the use of information and communication technologies in a military-technical university: dis. ... Cand. ped. Sciences 13.00.01 / - Ryazan, 2006 .-- 203 p. - Bibliography: p. 167-182.