



**SOME CHARACTERISTICS OF ENSURING THE QUALITY OF
PROFESSIONAL TRAINING OF FUTURE MILITARY TRAINING
SPECIALISTS IN FOREIGN COUNTRIES**

<https://doi.org/10.5281/zenodo.12569065>

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ABSTRACT

In this article, the pedagogical system of ensuring the quality of military professional-practical education of future military education specialists in military higher education institutions in foreign countries, its centuries-old historical experience and adaptation to strategic requirements, historical and modern information about training schools for young military personnel and their activity stages is reflected.

Key words

Armed Forces, future military education specialists, military vocational training, USA, Germany, Great Britain, France, Italy.

АННОТАЦИЯ

В данной статье рассматривается педагогическая система обеспечения качества военного профессионально-практического образования будущих специалистов военного образования в военных вузах зарубежных стран, ее многовековой исторический опыт и адаптация к стратегическим требованиям, исторические и современные сведения о Отражены школы подготовки молодых военнослужащих и этапы их деятельности.

КЛЮЧЕВЫЕ СЛОВА

Вооруженные Силы, будущие специалисты военного образования, военно-профессиональная подготовка, США, Германия, Великобритания, Франция, Италия.

INTRODUCTION

It is known that the training of the army of each country has its own characteristics, as well as each country develops its future military education system and creates a training system, and prepares future military personnel in the armies of other countries in this direction. it is impossible to solve without



analyzing all the work being done. In this regard, military education systems are attracting interest in far and near foreign countries.

Mechanisms of training future military education specialists in the United States of America: the emergence of the higher military education system of the United States of America is connected with the higher military schools that existed in Europe in the 19th century. It is based on the experience of training infantry and cavalry tactics and other features of the higher military systems of France and Germany. In 1885, US military officer Lt. Col. Talbot prepared a report for the country's military leadership as a result of his research, in which he concluded that the training of the future military corps in the United States is significantly behind the training of officers in Germany and France.

MAIN PART

The beginning of the activity of the higher military education system is connected with the opening of infantry and cavalry schools and a military college created according to the German type in 1887. At the same time, officers were trained to become division (corps) commanders in military schools. According to Harvard University professor S. Huntington, a leading expert on the problems of higher military education in the United States, the exact date of the appearance of the officer corps cannot be specified. It happened slowly and unevenly, but it did not exist until 1800, and by 1900 such groups existed in almost all major countries.

During the study and analysis of scientific-methodological literature, it became clear that the modern military higher education system of the USA operates on the basis of 4 secondary schools, 2 universities and 2 universities common to the Armed Forces.

The US military higher education system is multi-level, five-level. Initial training of future military personnel is carried out at a military school, followed by specialized courses, training courses at military units and service schools, command and staff colleges (army, navy, air force, deputies, navy armed forces) is carried out during training:

Phase 1 is the Army Academy at West Point, a two-phase preparatory school that admits about 200 people a year to the military academy. Regular Army and Organized Reserve Privates and Sergeants are accepted after 17-22-year-old boys or girls successfully pass entrance exams in English (essay), mathematics, and social studies. Every year, about 2,000 applicants are attracted to the academy, a quarter of them are expelled during the trial training cycle for various reasons. Graduates of the university receive a diploma of secondary and higher military education at the end of their studies. They are given the rank of "second lieutenant" major officer and a bachelor's degree;



Stage 2 is a specialized course that all officers are required to study at the schools of military units and services before being commissioned. Professional training is required for Special Forces officers at the Special Warfare Center at Fort Bragg;

3rd stage - training courses. All officers of military rank, including enlisted men up to captain, to improve their knowledge at more than 30 training centers and schools (army aviation, armored, infantry, military intelligence, electronic intelligence, field artillery, air defense, chemical) possible

At this stage, the operation of the military higher education system is determined by the tendency to change the number of schools and centers depending on the needs of the ground forces for military specialists;

Stage 4 - after 10-15 years in command and staff colleges (army, land forces, air force, navy, MP, British armed forces) training officers with the rank of "major-colonel". "Battalion-brigade" level and organizational staff officers. Officers study air defense, electronic warfare, security policy planning, the organization and transfer of the political system and armed forces of Eastern and Central Europe, and logistics. The period of training of officers for full-time training is 40 weeks, and for part-time training is no more than 4 years. The annual production of the system at this level is 300-500 officers;

5th stage - training of senior and senior officers at the National Defense University, a system of higher education institutions combining the Armed Forces Command-Staff College, National Military and Military-Industrial Colleges, and the Information Resource College. Students will study military planning, military strategy, the country's domestic and foreign policy, and the use of US military forces in joint combat operations by national armed forces and NATO allied forces. The training period for officers is 42 weeks for full-time training, and up to 2 years for part-time training. In addition, the university prepares civil servants with higher professional qualifications to work in the central apparatus of the Ministry of Defense and other departments. The university graduates 550-600 officers every year.

The system of training future military specialists in France: Global changes on a global scale have led to a radical change in the modern higher military education system in France, based on Charles De Gaulle's famous statement in 1932: "The army is not what we are used to, rather, there must be an army", in 1777 twenty royal military schools were established in France under the initiative of the Minister of Armed Forces and reformer Count Claude Louis de Saint-Germain, who hoped to reform the decaying army. "Then we had little practice in the art of war, and military patriotism so declined, that the king sent French officers to Prussia, that they might learn there to form and train troops." To enter the school, the future



cadet was required to prove that he had four generations of noble ancestors and pay tuition fees. In addition, the student had to know how to read and write. For six years, the schools studied mathematics, history, geography, foreign languages and drawing, fencing and dancing.

The emergence of the French higher military education system began on June 15, 1878, when the High Military School was established under the leadership of Leval.

During the analysis of the mentioned sources and conducted studies, it was found that the higher military education system of France between the two world wars was characterized by the following features: formation of individual intellectual discipline of officers, directing their knowledge to this field. searching for the essence and raising fantasy, raising their general cultural level in every way. For this, he studied tactics, military history, philosophy of command, sociology and foreign languages in the higher military education system, but he did not study military geography. As a result of the analysis of the modern political and military situation, the French military command made a decision to integrate the higher military education systems of the university. In 1993, on the basis of the joint colleges of the three types of armed forces and the higher staff courses of the gendarmerie, in the vicinity of the center of Paris, in the area of the Ecole Militaire (military school), 500 meters from the Eiffel Tower. College interarmees de defense was established near the Ministry of Defense and the General Staff.

Since then, the Collège Interarmees De Defense has been the foundation of the modern higher military education system. Carrying out the trend of developing inter-university integration of the system, the Collège Interarmees De Defense trains officers for the army, navy, air force and gendarmerie throughout the year. Vocational selection of candidates to study at the college involves conducting entrance exams on a competitive basis by officers with the military ranks of "major" and "lieutenant colonel". The annual enrollment of the university is 320 officers (110 of them are military personnel from 70 countries of the world, including Russia). It is related to ensuring security in the world and Europe with the help of UN and NATO forces and means. After graduation, graduates of the Collège Interarmees De Defense have the right to work as officers in the military ranks of "Colonel" - "General".

The main trend in the development of the educational subsystem is its course orientation. The educational program is divided into the subjects "Rapid preparation" and "General defense issues". Classes are held continuously and in educational groups. Thus, the main trends of the development of the French higher military education system take into account the following 7 important aspects: preservation of historical identity; rapid response to changes in the forms and



methods of conducting modern hostilities; improvement of forms and methods of teaching based on new educational technologies; pay attention to individualization of education; deepening inter-university integration; the nature of the higher military education course; extensive involvement of leading civil experts in training; focusing on the international nature of solving political and military problems.

The future military training system in the UK: Throughout its centuries-old history, the British higher military education system has been aimed at ensuring the necessary military defense of the British Isles and overseas possessions, even in times of war. did not seek to expand its spending beyond certain limits. As a result, a special English approach to the higher military education system was formed. Its adaptation to new operational and strategic requirements began in the mid-1990s. Studies have shown that the functioning of the subsystem of English officer training is the main conceptual component - the process of thinking, the development and application of doctrine, as well as the moral component - forcing subordinates to fight, which ensures the capabilities of the officer. is directly related to the spiritual subsystem. The operation of educational and moral subsystems is based on military-professional and social-psychological principles. Therefore, the tendency of the development of the higher military education system is to ensure stable motivational relations for continuing the professional activity of officers, to form reliable management and management qualities. During the study of references and reports, it was found that the general trend of the development of the modern higher military education system of Great Britain is aimed at inter-university integration. Thus, the main trends in the development of the modern higher military education system of Great Britain are: a systematic approach to the organization and implementation of the training of future military specialists; in their training, focus on the ability of future military training specialists to successfully perform professional tasks in the near and far future; training of high-tech personnel; scientific research character of the educational process; active participation of future military training specialists in the development of the most important state documents; task-module direction of teaching; self-correction of system development.

CONCLUSION

The study of the most advanced foreign higher military education systems made it possible to identify and systematize a number of features characterizing their systems and subsystems.

In addition, to know and take into account development trends, the essence and structures of foreign higher military education systems, their subsystems and main elements - teachers and students - the conceptual basis of the prospective



higher military education system of the Armed Forces of Uzbekistan helps to further develop.

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