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Интеграция Науки И Образования В Подготовке Военных Кадров
Integration Of Science and Education In The Training Of Military Personnel

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Аннотация: В статье анализируется важная и актуальная проблема интеграции науки и образования в подготовке военнослужащих с точки зрения обновления потенциала интеграции путем создания научно-образовательной среды. Предлагается создать научно-образовательную среду военного вуза. Обоснована необходимость развития личности военнослужащего с использованием преимуществ, созданных в результате интеграции науки и образования.

Ключевые слова: научно-образовательная среда военного вуза, личность военнослужащего.

Abstract: The article analyzes the important and urgent problem of integrating science and education in training military personnel from the point of view of updating the integration potential by creating a scientific and educational environment. It is proposed to create a scientific and educational environment of a military university. The need for developing the personality of a military man using the advantages created as a result of integrating science and education is substantiated.

Keywords: scientific and educational environment of a military university, personality of a military man.

Introduction. The problems associated with the actualization of the potential for the integration of science and education occupy an important place in the system of current problems of the development of higher military education in our country. Of course, not only the solution of strategic tasks for ensuring the defense capability of the state, but also the prospects for its development largely depend on the implementation of opportunities that appear in the process of using the accumulated and constantly replenished potential created by the integration of science and education.

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Improving the efficiency of the military education system is one of the priority areas for increasing the defense capability of our country. Today, this system is of great importance in matters of education, professional retraining and advanced training of military personnel, training of teaching and scientific personnel. On the occasion of the 25th anniversary of the formation of the Armed Forces of the Republic of Uzbekistan, President Shavkat Mirziyoyev congratulated the defenders of the Motherland on the improvement of the system of training professional military personnel at all levels, the introduction of the latest methods and technologies in the educational process, as well as the modernization of classrooms, such important tasks as equipping with simulators, educational and laboratory equipment and computer equipment were identified. These tasks are being implemented step by step[1]. In the work of Sh. M. Mirziyoyev entitled "Strategy of the New Uzbekistan" he spoke about quality education - a decisive factor in the development of human capital, introducing national curricula for the continuous education system, paying special attention to the issues of improving the quality and improving the competitive training of personnel [2]. In solving these issues, based on the principles of the modern labor market, the implementation of innovative cooperation "science-education-production" is one of the important issues.

Theoretical analysis of the problem. The solution of strategically important tasks, which, as the events of recent months show, have existential significance for Russia, cannot be ensured without the active use of the potential of the most diverse areas of domestic science and military education, united on the basis of integration, without building up and updating this potential in the process of training future officers of the Armed Forces of the Republic of Uzbekistan.

However, as the experience of conducting scientific research and the analysis of publications by scientists - philosophers, sociologists, political scientists, teachers - shows, the need for integrating science and education is still not sufficiently understood in our country. As for the integration of science and education in the process of training future military specialists, many problems associated with it have not received either proper theoretical justification in the works of research teachers or practical implementation. The study of the integration of science and education as a relevant direction for the development of military universities requires the development of conceptual foundations, and at the same time the identification of those contradictions that

must be resolved in order to achieve the goals of increasing the effectiveness of training and education of officers who not only possess the required level of competence, developed personal and professional qualities, but are also capable of solving the most complex tasks of ensuring the country's defense capability, protecting its population from external threats using the latest weapons and military equipment [3, p. 4].

It is known that without identifying and analyzing objective contradictions it is impossible to formulate a research problem that represents their verbal reflection, and without formulating the problem – to substantiate the possibilities of resolving the identified contradictions in the context of the development of the scientific and educational environment of a military university. Based on the conducted research, we came to the conclusion that the set of contradictions underlying the integration of science and education in military universities and requiring their resolution can be presented as follows.

These are contradictions between the level of scientific knowledge achieved in various scientific fields, increasing demands for conducting scientific research and implementing scientific achievements, the latest developments in the educational process of military universities, on the one hand, and the lack of comprehensive practice-oriented research studying the possibilities and prospects for integrating science and education, the motivation of teachers, researchers, and managers to implement the results of scientific research in educational activities related to the training of military specialists, on the other.

Based on this, the research problem consists in developing conceptual foundations and theoretical and methodological substantiation of the integration of science and education in military universities, in updating the potential created by this integration, developing and implementing mechanisms that ensure effective motivation of scientific and teaching staff of military universities, cadets to conduct scientific research and implement their results in educational practice.

In developing the conceptual foundations for integrating science and education in military universities, we characterize integration as a trinity: 1) forms of interrelation between two relatively separate phenomena; 2) process; and 3) result.

The first component is formed on the basis of the synthesis of science and education. This leads to the emergence and subsequent accumulation of a fundamentally new phenomenon – scientific and educational potential,

revealing previously unused opportunities for both scientific and educational activities.

The second component – the process – proceeds as a natural, consistent change in the specified form of interrelation, during which there is an increase and systematization of scientific knowledge with its concomitant use in educational activities. This process first gives rise to necessity, and then is accompanied by the formation of such a holistic formation, which becomes the scientific and educational environment of a military university [4, p.8]

It is this system with its structural components that becomes the intermediate result of the integration of science and education. The final, evaluative result is the increase in the effectiveness of the professional training of military specialists, the development of the subjectivity of all its participants - cadets, faculty and command staff, and research staff.

Based on the conducted research, we came to the conclusion that it is appropriate to use the term "scientific and educational environment of a military university". Thus, the ideas of the environmental approach in pedagogical research are developed. It is important to preserve and develop the ideas laid down in the 1920s by S. T. Shatsky and developed in the works of Yu. V. Gromyko, Yu. S. Manuilova, Yu. S. Pesotsky, V. A. Yasvin and others, and also to rely on the views of E. P. Belozertsev and A. I.Pavlenko, who assert: "…the prospects of the environmental approach largely depend on how environmental and anthropological issues are mutually coordinated", thereby emphasizing the importance of the educational environment for the formation of a person's personality, because he "…can be interpreted as a product of a certain environment, which actually "sculpts" him" [5, p. 42].

Agreeing that the educational environment of a military university is a systemic formation, we study the scientific and educational environment as one of its components, as a phenomenon outlined by certain spatial and temporal boundaries, in which the formation of the personal and professional qualities of cadets and the development of the personal and professional qualities of teachers and staff occur.

All this is reflected in the research and scientific research work in the military university, leads to the need to develop conceptual foundations, and at the same time identify those contradictions that must be resolved to achieve the goals of increasing the effectiveness of training and education of officers who not only have the competences formed at the proper level, developed

personal and professional qualities, but are also capable of solving the most complex tasks of ensuring the country's defense capability, protecting its population from external threats using the latest weapons and military equipment.

Results and their discussion. The construction of the scientific and educational environment of a military university should be focused not so much on the formation of personal and professionally significant qualities of military personnel (which is certainly very important), but on the development of their subjectivity.

After all, it is subjectivity that represents a systemic personal quality, which determines the essential integral characteristic, which unites, according to A. V. Beloshitsky , the ability "... to initiate and regulate purposeful activity, self-actualization of one's personal potentials, self-realization and continuous self-development in interaction with other participants in the educational process" [6, p. 15].

That is, it is subjectivity that determines the possibilities, abilities and readiness of teachers, staff, and cadets of military universities to actualize the potential created by the integration of science and education, their motivation to conduct their own scientific research, study the results of scientific research by scientists developing a wide variety of problems of military construction, the creation of the latest models of weapons and military equipment, military management, military education, etc.

By developing the subjectivity of participants in the educational process in the context of the scientific and educational environment of a military university, it is possible to stimulate not only the implementation of scientific activity in the chosen direction in accordance with the received military (or other) specialty, scientific goals and interests, but also to arouse (and subsequently develop) interest in the search for effective methods and means of introducing scientific achievements and results into the educational process of military universities. In the structure of the scientific and educational environment of a military university, it is necessary to identify relatively separate, but at the same time closely interconnected components: content, methodological, and communicative-organizational.

In the substantive component, it is useful to concentrate information on research conducted at the military university, its scientific divisions, as well as on research that is being implemented in other military and civilian scientific and

educational organizations and information about which is unavailable due to either the absence of scientific connections and interaction with them, or its non-representation in open sources.

The substantive component of the scientific and educational environment of a military university must include, among other things, structured information on the material, technical and technological support that can be used to conduct scientific research, to implement its results, as well as on the use of the results of other scientific research in the educational (training) process.

The methodological component is aimed at providing methodological support for scientific research and the implementation of its results in educational activities. In this regard, it should reflect methodological developments for the implementation of scientific research work, the preparation of accompanying documentation, the submission of reports, the writing and publication of scientific articles, monographs, the implementation of dissertation research, etc.

The communicative and organizational component contains mechanisms for supporting the integration of science and education, which are important to consider as an element of the military university management system. Each of these mechanisms included in the system of this component of the scientific and educational environment of a military university represents a certain sequence of actions and interactions of subjects of scientific and educational activities, as well as command staff, employees empowered to manage the educational process. The key role in this component, as in the system of managing the process of integrating science and education in a military university, is played by the mechanisms of methodological support for integration.

Conclusions and findings. The potential for integrating science and education, being a pressing and at the same time underdeveloped problem, requires comprehensive scientific research by representatives of various scientific fields, one of which is undoubtedly.

The conceptual foundations developed in the context of the study of the pedagogical problem of integrating science and education in military universities require identifying those contradictions that give rise to the problem, specifying key concepts, among which, first of all, stand out the concepts of integrating science and education in military universities and the scientific and educational environment of military universities.

It is important to establish not only the content of the above concepts, but also their component structure. At the same time, when developing the conceptual foundations of integration, it is necessary to take into account the primary focus of educational activities in military universities on the development of the subjectivity of all its participants - faculty and command staff, specialists, cadets. After all, it is the development of subjectivity that leads, among other things, to such self-organization of the personal capabilities of participants in the educational process, which is accompanied by motivation to carry out scientific and research activities, to search for and implement opportunities for the effective implementation of its results in the process of training military specialists.

This means that the creation of conceptual foundations for the integration of science and education in the process of training specialists for the Armed Forces of the Republic of Uzbekistan, pursuing the goal of developing the subjectivity of participants in the educational process, will make it possible to actualize the potential of this integration, develop and implement mechanisms for the functioning of the scientific and educational environment of the university, activate the interaction of subjects of educational activity, develop and use scientific and methodological support for the integration process and manage it.

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