

The role and importance of the command in educating cadets on the basis of spiritual and moral values in higher military educational institutions

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Abstract. This article is about the role of command in moral and moral education of cadets studying in higher military educational institutions and the role of command in raising cadets to become well-rounded, highly moral people.

Key words: military personnel, educational level, personal and active approach, infrastructures, hierarchical relations, educational work.

At present, it is natural that the attitude towards military personnel, special state programs and decisions are being adopted, and these decisions are of great importance in the education of future officers. For example, in our republic, on August 4, 2018, in the Resolution No. 3898 of the President of the Republic of Uzbekistan "On the fundamental improvement of the system of raising the moral and educational level of the military personnel of the Armed Forces of the Republic of Uzbekistan": It was pointed out that the necessary infrastructures for the training of officers and the spiritual, educational and cultural spheres of the Armed Forces of the Republic of Uzbekistan do not meet the requirements of the time" [1].

Of course, in the early years of our independence, there were many serious problems in defense and security, like in all areas. One of them was the issue of providing our Armed Forces with national officers. During the past period, a solid system of training military personnel was established as a result of a well-thought-out and long-term strategy by the leadership of our country. Now, Uzbekistan is preparing the necessary personnel for its army. Our higher military educational institutions have been transformed into multidisciplinary educational and scientific centers. In addition, a unique system of retraining and upgrading the skills of military personnel was founded. Experiences of advanced foreign countries are being absorbed into this process.

According to V.I. Khalzov and T.L. Zhenatova, concepts such as "system of values" and "value relations" are the most important elements of the category of spiritual and moral education of cadets of higher military educational institutions.[1] From a material point of view, spirituality is composed of two main elements necessary for the needs of the individual: the ideal need for knowledge and the social need for survival.

I.V.Pavlov and I.I.Pavlova divided the content of educational work aimed at the formation of morality in students into the following:

- 1) attitude towards the state's policy;
- 2) attitude towards the Motherland, as well as other countries and peoples;
- 3) attitude to work;
- 4) attitude to social status and material values;
- 5) attitude towards people;
- 6) self-relation.[2]

Each of the above includes a number of norms, rules and requirements that a person must follow, which form the basis of his life and behavior.

According to I.V. Pavlo and I.I. Pavlova, the spiritual and moral education of students should be aimed at developing their spiritual and moral concepts, judgments, feelings and beliefs, skills and behavioral habits in accordance with the norms of society [2].

Spiritual and moral education of cadets of higher educational institutions is carried out in the entire pedagogical process of the higher educational institution, in the process of teaching all academic subjects, in addition to the auditorium, in socially useful work. It is known that values cannot be taught, but attitudes towards them can be formed. The formation of a system of spiritual and moral values has its own external indicators of personal qualities, through which it manifests itself as a spiritual and moral person for others.

The quality of a spiritual and moral person is the result of a person's stable hierarchical relationship to values. Using the scope of spiritual and moral values, the cadet constructs the world around him, reveals the objects of events according to the criteria of their value, that is, usefulness. The results of the survey show that family, friends and material wealth are emerging as the main values of future officers of military higher educational institutions. In the fifth place - service career. As we can see, universal human values, i.e. life, health, material well-being are the main values of future officers of military higher educational institutions.

Determining the ways to improve the training of specialists of military higher educational institutions, the process of forming moral discipline in cadets should be considered as one of the priorities.

Analyzing the problem, it allows us to identify a number of modern scientific and pedagogical approaches to the process of formation of discipline in the cadets of the military higher educational institution. Among these approaches, A.Y. Husainov singles out personal, active, valuable, humanitarian and comprehensive approaches.[4]

A personal approach means relying on personal qualities such as a person's orientation, value orientations, life plans, and established relationships. This approach recognizes the student's personality, his personal-subjective quality as the main organizational value of the educational process. In our opinion, a personal-oriented approach should be aimed at humanizing the educational process, filling it with high moral and spiritual experiences, establishing the principles of justice and respect, maximizing the potential of the individual, and encouraging its development.

The active approach defines the possibility of personal development only within the framework of certain activities formed in the future as a subject and connecting the ongoing changes in the person with changes in his activity.

In general, an active approach - in the general life process of a cadet's life - means the organization and management of targeted educational activities through personal experience aimed at directing interests, life plans, value directions, understanding the content of education and upbringing, forming as a subject.

A value approach considers objective reality as the result of a person's self-confidence, and personality as a unique system in which the possibility of self-determination and self-fulfillment is constantly emerging. It is the value approach that determines the attitude of a person to others and to himself.

The main mechanism of education is the functioning of the educational system of the educational institution, where the comprehensive development of the student is carried out. Therefore, the use of the value approach in the process of educating cadets involves enriching the educational process with moral aspects.

Humane approach - requires a humane approach to the individual, respect for his rights and freedoms, setting feasible and reasonable demands.

A comprehensive approach implies unity of purpose, tasks, content, methods and forms of educational interdependence.

In short, when using this approach, the main focus is not on the individual qualities of a person, but on the formation of a whole person.

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