

Education Is the Foundation of Sustainability

Boltaboev Abdugani

*Fergana State University military
teacher of the faculty of education*

Abdullaev Bahridin

*Fergana State University military
teacher of the faculty of education*

Polatov Bahodir

*Fergana State University military
teacher of the faculty of education*

Yusupov Arabboy Bahodirjon Ugli

*Fergana State University military
teacher of the faculty of education*

Annotation: This article discusses the growing imbalance between the field of military education and the evolving social needs of society.

In today's globalized world, there is a mismatch between military education and the evolving social needs of society. Therefore, the military education system is faced with new tasks, such as the formation of a competent serviceman (officer, sergeant and soldier), the reduction of the imbalance between military education and military labor. To implement them, we have now adopted state educational standards in our country and created program measures to update the content of military education throughout the country, including.

Interaction of categories such as "Education and society", "Education and state", "Education and military", "State and individual", "Education and the Armed Forces" and harmonization, their presence in the formation of a new generation of citizens of the country, development strategies, policies are clearly defined and reflected in the National Model of Personnel Training. The military education system does not and cannot exist outside of society, it is an integral part of general education, a kind of "mirror of society", a continuation and an integral part of it. We must always remember that education and society are inseparable. It is, in essence, a system for which every problem in the life of society, of course, affects the place and state of education. The state and society are the guarantors of the development of the education system, including military education, which implements the relevant policies in the field of education, defines its goals and objectives, and sets priorities. The system of "education-society", in turn, has created a new approach to the spiritual and scientific riches created by mankind, to man himself. Based on the above considerations, it should be noted that the disciplines of pedagogy and psychology in the military system are not only theoretical, methodological and practical support of the educational process, but also a wide range of areas that ensure the formation and development of mature servicemen. 'includes. Therefore, in the training of military personnel, the individual is considered as the main subject and object of the training system.

Thus, the stability of a country is formed on the basis of the interdependence and existence of factors such as socio-economic, political, military, cultural, moral, domestic, technological, information. These are primarily aimed at solving the socio-political, economic, spiritual and moral problems of the country and directing it towards the goal. The formation of this system is a secondary dialectical process, in which the laws of complexity, comprehensiveness and contradiction are reflected. The system of stability is based on the natural integration of the organization and is aimed at solving problems of mutual interest on the basis of targeted methods and tools for the peace of civil society and the state. The role of the Armed Forces is very important. Because its main task is to ensure the territorial integrity and stability of the country. Therefore, the training of a mature serviceman is an important task, which is directly related to the process of military training. Although military equipment and weapons serve as the main means of

protection, it is well known to us that, in spite of the existence of any perfect military equipment or weapons, the personality of the military is paramount to their control, i.e. The human factor serves as a decisive basis. To do this, special attention should be paid to the level of professional training of servicemen. This issue is one of the strategic tasks of military-political significance, training mature servicemen for practice, making perfect use of the achievements of science and technology at the level of modern requirements. requires education. A scientific approach to the military training and professional education of those who choose to defend the homeland as a profession is not only a theoretical but also a practical issue. Therefore, the existing pedagogical and psychological problems in the field of military education in the Armed Forces (selection of citizens for service, training, retraining and management, self-employment for each serviceman, improving their literacy, professional strict adherence to ethics and requirements) requires separate scientific research.

The informatization of modern development and the wide application of scientific and technical achievements in all spheres of human activity, including the Armed Forces, the conduct of various psychological struggles for the human heart require the rational use of analytical methods in military management. It is known that there is a growing social demand for independent-minded servicemen with high intellectual potential to determine the next stage of development of our national development and to perform strategic tasks. That is why we must take a dialectical approach to the process of military education and use the development of science in a targeted way. An important task of the social sciences and humanities in the process of military education is to develop the scientific thinking and worldview of servicemen. After all, without them they are in the context of socio-political relations and at the current stage of market relations, science and technology

they cannot take an active part in military activities in the context of rapid development.

Education plays a key role in shaping and developing skills. In the process of education, the most reasonable conditions can be created for the transfer of skills to a higher level of development. To do this, firstly, students need to be taught to model socio-political problems, systematic analysis using scientific methods, secondly, to be interested in scientific and creative activities, thirdly, to be more active and independent in solving educational and social tasks they should be given a chance.

In the process of modeling socio-political processes, in accordance with the logic of the development of the problem studied and the level of knowledge of the audience, it is natural that a new model, problem-solving method or approach emerges, obsolete and insignificant. Thus, modeling requires scientific research, but it must be research that ensures the continuous development of a system of concepts in the listener. This is because any research may not provide continuity in the development of concepts or their systems. Membership is a connection between events in the process of development, in which innovation replaces the old and retains some of its elements as a basis for the next, higher level of progress. Training aimed at developing students' skills in the classroom and in independent study on the basis of educational integration.

the content of education includes: the content of the subject, the content of independent study, the educational process.

In order to determine the essence of membership in the methods, forms and didactic principles of teaching in the classroom and independent study, we look at it as a methodological and general didactic aspect.

The methodological significance of membership allows us to distinguish the following main features: ability, dynamics of cognition, movement and development of cognition from simple to complex, the presence of dialectical approaches to cognition in the study of socio-political laws. Teaching and didactics are inextricably linked because didactics is the basis for teaching methods. to provide.

It is obvious that the main tasks in teaching are to unite all the basic elements of integration into a single unit, system, to ensure their interaction with other principles of didactics, to choose the methods and forms of teaching, to generalize knowledge.

The general principles of didactics should be used to ensure the continuity of teaching for the audience.

The following conditions are recommended:

1. Tasks for independent preparation should be clearly stated and the selected material should be scientifically based.
2. The content, form and organization of lectures, practical classes and independent training should be provided in accordance with the pedagogical purpose.
3. The content of the lectures, workshops, trainings and training sessions should cover as many different aspects of human activity as possible. The work on the development of students' analytical skills on the basis of continuity of education takes into account:
 - Improving the pedagogical structure and increasing the effectiveness of the lecture;
 - improve the structure and increase the effectiveness of independent training;
 - improvement of teaching in lectures and practical classes on a membership basis;
 - increasing the effectiveness of didactic principles.A deeper understanding of the problem of membership can be a serious tool in methodological research. It helps to solve many tasks, especially in the process of teaching, independent work. However, there are cases when educational materials are not mastered in educational institutions. Some attribute this to the pedagogical activity of the teacher, others to the introduction of the education system in the institution, and some to the intellectual potential of the learners. In modern pedagogy and psychology, the reasons for not mastering educational materials are divided into internal and external factors. Internal factors include:
 1. Deficiencies in the upbringing of the person (the development of moral qualities of the person, the person's attitude to the audience, community, family, etc., ideological upbringing).
 2. Deficiencies in the mental development of the person (personality intellect, underdevelopment of the will, emotional areas of the person, interest in learning, lack of needs).
 3. Deficiency in biological development (defects in the sensory organs, physical inability).
 4. Deficiencies in a person's learning experience (deficiencies in knowledge and special skills, skills in academic work).

External factors include:

1. Deficiencies in the influence of the educational institution (in the teaching process, the individual approach to the listener, the educational influence of the audience and others).
2. Deficiencies in the environment outside the educational institution (family, housing), etc.

Problem-based teaching methods can be used to solve the problem. These include problem-solving, problem-solving and heuristic conversations, problem-based visual methods, problem-solving research, or even research. According to M. Skatkin and I. Lerner, these types of methods include some aspects of teaching, such as problem-solving, partial-research or the application of heuristic, research methods. The "binary methods" proposed by Doctor of Pedagogical Sciences, Professor M.Makhmutov are some phenomena of the problem-based research method.

Narrating a learning material in a problem-solving and problem-based manner involves the teacher thinking, proving, summarizing, analyzing evidence, and engaging the audience.

The problem-based approach to teaching is usually combined with the information-reproductive method in the same lesson, because the content of the topic always requires the audience to know the answer or, conversely, it is difficult for them to explain. There may be questions. Therefore, it is necessary to optimally combine different methods and techniques of research and teaching of a reproductive nature.

References:

1. Khasanov Nurmukhammad. The Peculiarities of The Organization of Military-Patriotic Education in Secondary Schools. INTERNATIONAL JOURNAL ON HUMAN COMPUTING STUDIES. Volume: 03 Issue: 2 March-April2021
2. Khasanov Nurmukhammad. Organizing and carrying out military-patriotic education in educational institutions of the republic of Uzbekistan. INTERNATIONAL ENGINEERING

JOURNAL FOR RESEARCH & DEVELOPMENT. Vol. 5 No. Conference (2020): ICDSIIL-20

3. KHASANOV NURMUKHAMMAD. USING OF INTERACTIVE METHODS IN MOTHERLAND LESSONS. **СТУДЕНЧЕСКИЙ**. Учредители: Общество с ограниченной ответственностью "Сибирская академическая книга" eISSN: 2541-9412.
4. Khasanov Nurmukhammad Khaydarali Ugli. FACTORS OF EDUCATING YOUNG PEOPLE IN THE SPIRIT OF PATRIOTISM. INTERNATIONAL JOURNAL ON HUMAN COMPUTING STUDIES. Volume: 03 Issue: 4 |Jun 2021.
5. **Khasanov Nurmukhammad Khaydarali Ugli**. THE IMPORTANCE OF MILITARY WILL IN THE PROCESS OF TRAINING OF RESERVE OFFICERS. Academia Globe: Inderscience Research. Vol. 2 No. 04 (2021): academiascience.
6. Nurmukhammad, Khasanov. "Patriotism is a sign of spiritual maturity." ACADEMICIA: An International Multidisciplinary Research Journal 10.7 (2020): 585-588.
7. KHASANOV NURMUKHAMMAD KHAYDARALI UGLI. "The Role of Family, Community and Education in the Development of Patriotic Spirit in Youth." JournalNX 7.1: 311-314.
8. KHASANOV NURMUKHAMMAD KHAYDARALI. "Patriotism is a Holy Duty of the Uzbekistan Youth." JournalNX 6.07: 281-283.
9. KHASANOV NURMUKHAMMAD KHAYDARALI UGLI. PATRIOTISM IS A HOLY DUTY OF THE UZBEKISTAN YOUTH. JournalNX- A Multidisciplinary Peer Reviewed Journal ISSN No: 2581 - 4230 VOLUME 6, ISSUE 7, July -2020
10. The Constitution of the Republic of Uzbekistan. –Tashkent: «Uzbekistan», 2003. - 40 p
11. Volkovitskiy G.A. Motivation voenno-professionalnogo samosovershenstvovaniya. - M., 1994. - 73 p.
12. Begmatov A. Public service ethics // Society and management. 2004. Issue 3. Pages 8-9.
13. Normatov N. Corporate governance // Society and management. 2004. Issue 3. Pages 37-38.
14. Shaxnovich M.I. Pervobytnaya mythology and philosophy. –Leningrad: «Nauka», 1971. - 240 p.
15. Budko A.A., Gribovskaya G.A. Jenschchina-voin, jenschchina-jertva // Voенno-istoricheskiy zhurnal 2004. №3. –S. 13-16.
16. Xolmatova M. Culture of family relations and upbringing of a healthy generation. –T .: «Uzbekistan», 2000. 216 p.