

Content and Methodology of Experimental Works in Development of Cognitive-Motivation Competence in the Students of Call-Up Military Education

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ABSTRACT

This article discusses the methodology and content of experimental test works aimed at developing cognitive-motivational competence in students of military education. The study emphasizes the importance of a comprehensive analysis of the problem and the selection of appropriate research objects and methods, as well as the creation of necessary pedagogical conditions. The article outlines the tasks and stages involved in the experimental work, including the assessment of the current level of cognitive-motivational competence, the development of a special methodology, and the analytical study of the results. The research concludes by providing scientific-methodical recommendations for more effective development of cognitive-motivational competence in students of military education.

The development of cognitive-motivational competence is an important aspect of the education of military students. In order to effectively develop this competence, it is necessary to conduct comprehensive and thorough research on the current situation and analyze the essence of the problem. This article focuses on the content and methodology of experimental test works conducted to develop cognitive-motivational competence in military students. The article outlines the conditions necessary for successful pedagogical experiences and describes the stages of the experimental work. The goal and tasks of the experimental work are also defined, with the ultimate aim of selecting factors and testing methods that effectively develop cognitive-motivational competence in military students. The experimental work is the core of the integrated system of research and pedagogical activities, which is crucial for the positive development of cognitive-motivational competence in military students[1].

An important, unique aspect of scientific research conducted within the framework of pedagogic sciences is a comprehensive, thorough study of the current situation regarding a specific problem, and a deep analysis of its essence. Based on this analysis, based on its essence, the content, purpose and tasks of activities aimed at finding a positive solution to the researched problem are determined. During the study of the sources, it was realized that a number of conditions must be met in order to ensure the success of the pedagogical experience. Therefore, the following conditions were observed in the organization of experimental work:

- ✓ organization of experience based on acceptable project (program);
- ✓ thorough justification of the research scientific hypothesis;
- ✓ correct selection of research objects and methods;
- ✓ determining the time and duration of the experiment;
- ✓ creation of necessary pedagogical conditions (equipment, tools);
- ✓ summarization of experimental data, analysis and processing of results.

Scientific-pedagogical activity in the organization of practical experience, which is an important component of research aimed at the development of cognitive-motivational competence in students of pre-draft military education, was organized as follows:

1. By conducting interviews with students, organizing questions, to what extent they understand the essence of cognitive-motivational competence, as a person who is studying in the field of military education and wants to directly connect his professional activities with this field in the future, he is physically and spiritually ready to preserve and protect the peace of the country. - it was learned that they could evaluate their moral and spiritual readiness; also, on the basis of studying the activities of higher educational institutions, the effectiveness of the pedagogical activity conducted in the educational institution was analyzed in order to develop the cognitive-motivational competence of the students of the military education;
2. The methods that allow to achieve success in the development of cognitive-motivational competence among the students of military education were selected and their possibilities were analyzed analytically; on this basis, a special methodology was developed that guarantees the practical results of scientific and pedagogical activities;
3. Multi-stage experimental work was launched, and certain tasks were solved at each stage; the results of all three stages of experimental work were comparatively studied, the final results of the experimental work, and at the same time the effectiveness of the research in accordance with the general practical results were analyzed mathematically and statistically.

Initially, the goals and objectives of the experimental work were clarified. The purpose of the experimental work is to select factors for the development of cognitive-motivational competence in students of military education, to study their influence, as well as to test forms, methods and tools that allow to achieve effective results in this regard [2].

In order to achieve the goal, the following tasks were defined and their positive results were ensured during the test work:

- 1) assessment of the current level of development of cognitive-motivational competence in students of military education;
- 2) to identify deficiencies in the process of developing cognitive-motivational competence among students of military education and to develop measures to eliminate them;
- 3) development of a special methodology for the development of cognitive-motivational competence in military education students based on the study of diagnosis results;
- 4) solving organizational issues and organizing experimental work on the testing of a special methodology for the development of cognitive-motivational competence in students of military education;

- 5) ensuring and controlling the consistent, continuous, systematic organization of three-stage testing;
- 6) analytical study of the results of test works and formation of a conclusion on the effectiveness of experimental works;
- 7) development of scientific-methodical recommendations that serve to determine prospects for more effective development of cognitive-motivational competence in students of military education, based on the general results of experimental work.

The scientific-practical pedagogical activities carried out in order to positively solve the above-mentioned tasks were divided into the following stages according to their nature.

In the process of organizing the research work, the experimental work carried out in the framework of the problem appears as the core, the basis of a whole, integrated system.

Conducting experimental work organized within the framework of a specific problem on the basis of a carefully developed special course program, first of all, guarantees that this problem will have a positive solution, and secondly, it ensures the scientific justification of the theoretical ideas expressed in relation to the researched problem and their authenticity. Accordingly, in the course of research, special attention was paid to the development of a program related to the development of cognitive-motivational competence in students of military education in higher educational institutions.

Within the framework of the research, a special methodology was developed on the basis of the following methods to develop a special methodology for the development of cognitive-motivational competence in military education students in conducting practical-pedagogical activities:

1. Pedagogical observation is a pedagogical method that "enables active familiarization with events and processes." The advantage of the method is determined by the fact that "observation is carried out under planned conditions, observation does not change the existing state (behavior) of the observed phenomenon and process." Observation can be carried out both on one person and on a group of people. It is convenient to use this method in processes from kindergarten groups to social groups after higher education. Usually, the method of pedagogical observation is organized with the help of certain technological elements. They consist of the following: 1) observation of a specific event, social entity and individual behavior is divided into certain parts and directions; 2) the scope, specific features, signs and elements of the observed pedagogical process are determined; 3) specific aspects of observed pedagogical events, conditions, signs and manifestations are recorded during the observation process; 4) the factors identified during observation, the obtained data are analyzed, re-analyzed or statistically analyzed using mathematical formulas.

Using this method in the organization of experimental work, the extent to which students of military education understand the essence of cognitive-motivational competence, what kind of practical work they are doing as a future specialist and citizen, in general, their moral-ethical, physical and mental readiness to fight for the peace of the homeland there is an opportunity to assess the level. During the research period, in order to ensure the objectivity of the results of pedagogical observation, the level of knowledge mastered by the students in specialized subjects, as well as in such subjects as "Development Strategy of New Uzbekistan", "Philosophy" and "History of Uzbekistan" was studied. After all, students have the opportunity to fully understand the essence of cognitive knowledge and motivational training within the framework of such subjects.

In conclusion, the article emphasizes the importance of conducting comprehensive and thorough scientific research in the field of pedagogical sciences in order to find a positive solution to a specific problem. The article specifically focuses on the development of cognitive-motivational competence in students of military education in the criminal education system. The author highlights the essential conditions for ensuring the success of the pedagogical experience, such as organizing the experience based on an acceptable project, justifying the research scientific hypothesis, correct selection of research objects and methods, determining the time and duration of the experiment, creating necessary pedagogical conditions, and summarizing experimental data, analyzing and processing results.

The author also describes the organization of the scientific-pedagogical activity, which was organized through interviews with students, selecting and analyzing methods to develop cognitive-motivational competence, and conducting multi-stage experimental work. The article clarifies the goals and objectives of the experimental work and outlines the positive results achieved through the testing of a special methodology for the development of cognitive-motivational competence in students of military education.

In summary, the article provides valuable insights into the organization of experimental works in the development of cognitive-motivational competence in students of military education. It emphasizes the importance of thorough analysis, careful planning, and rigorous testing of pedagogical methods in achieving positive results. The article concludes by highlighting the significance of the experimental work in creating a whole, integrated system for the development of cognitive-motivational competence in students of military education.

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