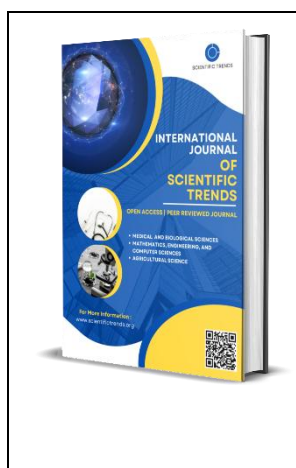


# Historical and Cultural Sources of Pedagogical Project, The Importance of Projecting in The Military Education System

Lieutenant Colonel B. A. Ismatov

Director of the Military Academic Lyceum

"Temurbeklar Maktabi" in Ferghana Uzbekistan



## Abstract

**This article focuses on the reform of the educational system, pedagogical project, and its historical and cultural sources, which are becoming relevant today. The structural components, types, content of the project are revealed. Some aspects of planning in the military education system, on the example of the military academic lyceum, were analysed.**

**Keywords:** Academic lyceum, education, design, object, subject, profession.

## Introduction

Today, in the context of the integration of military education into the system of military vocational education, the need to form socially important professional qualities of the pedagogue is significantly growing. Success in achieving the goals of military education largely depends on the readiness of teachers-officers, teachers of the military academic lyceum organizing educational work, projecting its content, and master modern pedagogical technologies. The introduction of pedagogical project of the practice of military education should be considered as a response to the changing socio-pedagogical situation. Taking into account the new reality, this allows for the reconstruction or re-establishment of completely or relatively new educational military systems. Military education is a set of interrelated components that form a single integral, continuous process of formation and development of moral, combat and professional qualities of military personnel, soldiers of military teams, which is very necessary for future officers to perform successfully their duties in peace and combat conditions. Military education of cadets is based on a number of basic rules. They include the basic requirements for the organization of work on military training, its improvement, methodology and management of the main links in a consolidated form. Such specific requirements are established by the military leadership, are based on pedagogical experience and military practice, and reflect the general instructions and rules on the basis of which the military education process is carried out. Modern scientific approaches to the project, organization and management of the military education process include: the integration of military education, diversity of forms and methods, multivariate training programs

that ensure the individualization of military personnel training, training reflecting changes in military pedagogy, psychology and other fields, that means a systematic renewal of all aspects of the process.

At the same time, the projecting of military education programs for career orientation, social adjustment of servicemen and coordination of the employment system; the possibility of attracting non-state investments to the military education system; relying on the best pedagogical traditions of training and education of military personnel; refers to the development of academic military educational institutions as centers of military education, culture, science and new information technologies and others. Project activities are not mentioned for a pedagogical field such as military education or training. However, the manifestation of the human ability to project goes back to the early stages of the development of society. According to practical consciousness, was formed the idea of the concept of how should be inhabited area, tools and hunting properly. It has been developed a way to achieve the goal. At a certain period of the development of the consciousness of society, people had the opportunity to work purposefully on the development of the ability to project. Projecting as an activity began to develop rapidly within engineering activities, architecture and construction. In the polytechnic dictionary, "project" is meant as a complex technical process that includes the technical and economic basis, calculations, drawings, models, estimates, explanatory notes and other materials necessary for the construction (reconstruction) of settlements, enterprises, buildings, structures, production facilities. (Polytechnic dictionary: 2nd ed. - M., 1980. - 412 pages). Pedagogical project is significantly different from engineering and production, which involves the implementation of specific mental and organizational procedures. These features of project make it equivalent to scientific knowledge and research. Project activities in the history of culture have been formed for a long time. More than three hundred years ago, the great Czech thinker, and the founder of theoretical pedagogy Y.A. Kamensky put forward the idea of introducing research incentives into the teacher's activity for the success of education.

He wrote: "People should be taught to acquire knowledge not from books or not from the observations and explanations of other people, but by observing and perceiving the sky and the earth, oaks, and poplars." (<https://rusneb.ru>). This idea was later reflected in the works of many famous philosophers and teachers.

There was an attempt which was made by Makarenko in order to develop the theory and technology of personality design. In the studies of N. V. Kuzmina, V. A. Slastenin and other scientists and teachers, the design component is considered as one of the components of professional pedagogical activity.

However, despite the fact that the theoretical foundations of this problem were developed, until the end of the 80s of the 20th centuries, projecting was practically not used in the activities of most teachers and managers.

In the middle of the 20th century, a transition to socio-technical planning began, taking into account social, psychological and human factors as well as technical and economic factors. In parallel, social and humanitarian planning began to develop, but its theme was not technology and socio-engineering, but primarily projecting the social objects. Projecting as a method of innovative change of pedagogical reality began to be reviewed as a special type of research activity at the end of XX-XXI centuries.

Projecting has become a separate type of intellectual activity in the 20th-21st centuries as a method of radically changing the pedagogical reality. In the works of V. P. Bespalko (the second half of the 1990s), the necessity of humanizing the project approaches was stated (philosophical, cultural and psychological knowledge was taken into account);

- Projecting is a multi-functional activity with an unusual nature, which began to be interpreted as a cultural form of educational innovation. (in scientific researches of N. G. Alekseev, Yu. V. Gromyko, V. A. Nikitin, V. V. Rubtsov).
- With the emergence and rapid development of network and information and communication technologies, the practical possibilities of project activities have expanded. The concept of "project" and the concepts derived from this concept form the basis of the scientific context of the consideration of pedagogical planning. In a broad sense, project is the activity of making changes to the environment.

It is known that most of the products of human labor are produced by projecting them first. From this point of view, design is the process of creating a project, that is, a prototype of the intended object, a representation of the product before it is made.

## **The project structure consists of the following components:**

### **1. Purpose**

A purpose is a perfect representation of a future outcome. Purpose includes high-level values, meaning, and goals. A purpose has spatial and temporal characteristics and answers to the questions such as "What? Where? When?". The purpose should be concrete, achievable and concise. In the military system, in particular, on the example of the activities of the military academic lyceum, special attention is paid to the comprehensiveness of the concept of life values and patriotism among students, understanding the deep meaning of these concepts, where and how they are formed, and what needs to be done for the formation of these values.

### **2. Subject**

The subject is the agent of the activity, which effectively performs the specified activity; a person who has the ability to consciously self-manage and develop himself in this activity. It is known that the students of the military academic lyceum are in adolescence and are distinguished by their own psychological characteristics. It is one of the most important factors to take into account the system of pedagogical, psychological and social relations of this period in order to manage themselves consciously. In the project of the educational system, the demonstration of videos, presentations and films promoting patriotism, which affect the psycho-emotional state of students, and influencing them through both the visual and audio representational system, is effective. That is, the effect of activity is achieved through self-management of the subject.

### **3. Object**

An object is a person who is directed to the activity. It is not possible to make the project of the object at all, but the individual characteristics of the object are taken into account, in particular: the size of the group, the components of the group: the components by gender, the proportion of individual psychological characteristics, the informal system of the group, group norms, the level of group cohesion, the level of conflict in the group are taken into account. In the case of the

military academic lyceum, today, along with all the features listed above, the type of activity affecting the young students is of particular importance. Relying on physical, social, psychological and pedagogical principles, a training program is produced to develop their devotion to the Motherland, tolerance, high mental and physical potential.

Project is currently the most important component of pedagogical activity. For instance, this process is included the followings: educational systems of different levels; educational content, pedagogical technologies, management of the pedagogical process, planning and monitoring the development of the institution, and etc.

Accordingly, in the Military Academy Lyceum, pedagogical layering is understood as follows:

- practice-oriented activities, its purpose is to develop nonexistent new educational systems and produce types of pedagogical activities, in this case, the topic of project will be samples of future programs, textbooks and, etc.;
- to develop contradictions between practical science of the pedagogical direction and modern education, change, improve and solve practical problems. (Е. С. Заир-Бек);
- method of normalization and translation of pedagogical and science research activity (H. A. Масюкова);
- the process of creating and implementing a pedagogical project;
- a specific way the development of person
- educational technologies.

## Types of the pedagogical project

Social-pedagogical project	Psychological and pedagogical project	Educational project
<ul style="list-style-type: none"><li>- Switching social circumstance using pedagogical methods;</li><li>- Solving social problems using pedagogical methods.</li></ul>	<ul style="list-style-type: none"><li>- Switching the purpose of education and training;</li><li>- Creating and perfecting methods of education and training;</li><li>- Projecting of the quality of education;</li><li>- Projecting of treatment of pedagogical system.</li></ul>	<ul style="list-style-type: none"><li>- Formation of educational requirements of the state and public ;</li><li>- Creation of forms of organizing of pedagogical activity;</li><li>- Creation of educational institution;</li><li>- Creation of the educational standards.</li></ul>

In educational project, development of educational projects is being created in the state and separately countries at all. Organizing of educational institutions, according to reforming of educational management parts and their subordinate institutions of projects are hold. Educational standards and contents of all directions are being formatted.

Psychological-pedagogical projects based on motivation, perception of information, knowledge acquisition, participation in activity communication characteristics imply to change construction of related process models with relationships of personality and interpersonal. Its main focus is on the pedagogical process, that is, on the conditions of effective training and education, pedagogical technologies; it is aimed at forms of interaction between students and the teacher and methods of self-project of the individual.

## Contents of organizing of projecting activity

<b>Initial stage:</b>	Social-cognitive situation diagnostics, conceptualization, creating trouble situation, setting goals, perception of self-cognitive, project programming and planning
<b>Implementation stage of the project:</b>	step-by-step implementation of the project, correcting the progress of the project and the actions of its participants, presentation of the final results of the work
<b>Reflection stage:</b>	external examination of the project, reflection on the project concept, its results
<b>Post-project stage</b>	project activities' results and distribution of products, choosing options for continuing the project

N. A. Masyukova distinguishes the following stages in projecting:

- diagnostics of the real situation (study of scientific knowledge of various levels, conducting research);
- formation of the goal, content, capabilities of changing the situation (actualization, understanding, search);
- creation of a picture of the result;
- drawing up a step-by-step plan of joint actions to achieve the project goal by the specified time (programming);
- coordination and correction of planned actions during the consultation process; comprehensive examination of the project results (Masyukova N. A. Project in education).

E. S. Zair-Bek connects pedagogical project with such stages as determining the essence of the content or sketching the project; development of action models (strategy); planning real strategies at the level of tasks and implementation conditions; organization of reflections; evaluation of the process; evaluation and analysis of results; such as document management (E. S. Zair-Bek Theoretical Foundations of Teaching Pedagogical Project).

In conclusion, it should be noted that the military academic lyceum serves to improve the mechanisms of military-professional self-formation of students, to understand the value and importance of military service in the interests of the country's security, in which the project and modeling of the education system is of particular importance. Here:

- Implementation of an education system taking into account the integration of individual psychological, socio-psychological, pedagogical processes for the personal development of professionally important qualities (responsibility, discipline, collective will, stress resistance, critical thinking, etc.);
- Mastering knowledge about the essence and types of military service; integration of general and additional education, strengthening of specialized pre-professional training based on the modern requirements of military professional activity; organization of the educational process by pedagogical personnel with special training and experience in military service; to focus on managing the educational process based on modern pedagogical technologies, the concepts of subject and object;
- Management of military-professional formation of students helps to develop the main educational program, implement educational programs, professional orientation, additional educational courses and combine various areas of educational activity for psychological support. Projecting and comprehensive implementation of the defined organizational and pedagogical conditions (establishing cooperation between a military educational institution and interested parties; organizing project activities in the military-patriotic direction carried out within the

framework of extracurricular activities; interdisciplinary military-professional orientation for the formation of the student's military-civilian personality and the introduction of a system of military ceremonies and traditions into the process of military-professional orientation of pedagogical activities) serves as a mechanism for ensuring the successful implementation of military-professional formation of students, their receipt of military-professional education and a certain military specialty upon.

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