



## THE CONTENT OF THE DEVELOPMENT OF MOTIVATIONAL AND COGNITIVE COMPETENCE AMONG STUDENTS OF THE DIRECTION OF PRE-CONSCRIPTION MILITARY EDUCATION

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**Abstract:** *The improvement of cognitive activity in the system of military education is the formation of an image of a person with a high level of realization of cognitive potential. At the same time, the education of comprehensively mature, educated, creative youth, the development of cognitive competence of students of pre-prescription military educational direction is becoming important in meeting the requirements of society today. This article analyzes some considerations for improving the system of training students of pre-prescription military education, developing their professional, general cultural and cognitive-motivational competence and stimulating cognitive activity.*

**Key words:** *pre-medical military training, motivation, cognitive activity, cognitive motivation, competence, cognitive and motivational competence, motivation of cognitive activity, motivation of military activity.*

The prosperity, social, political, and economic stability of each society depends on the high level of development of the mental and moral potential of its citizens. After all, the construction of a democratic rule of law state that ensures integration into the world community in the spiritual renewal of society, in the formation of a socially oriented market economy, the national issue of personnel training plays an important role as a priority criterion. Therefore, the President of the Republic of Uzbekistan Sh.M.Mirziyoyev's thoughts that "we are mobilizing all the forces and capabilities of our state and society so that our youth, possessing independent thinking, high intellectual and spiritual potential, can develop, become happy people all over the world, not inferior to their peers in any field," are proof that our the future is in the hands of highly qualified personnel[1:14]. One of the most important conditions for the development of the Republic of Uzbekistan was the formation of a new training system based on the rich intellectual heritage of the people and universal values, based on the latest achievements of modern culture, economy, science and technology.

In our country, the development of cognitive competence of students of pre-prescription military education on the basis of a differential approach, the development of didactic conditions, the content of the non-military process, criteria for development and levels of formation, the development of a didactic model is of great importance. "Further improvement of the system of continuing education, expansion of opportunities for quality educational services, continuation of the policy of training highly qualified personnel that meet the modern needs of the labor market" are identified as priority tasks in the field of education. At the same time, the education of comprehensively mature, educated, creative youth, the development of cognitive competence of students of pre-prescription military educational direction is becoming important in meeting the requirements of society today.

It is advisable to divide the level of study of research work on improving the system of training students of pre-prescription military education, the development of their professional, general cultural and cognitive-motivational competence into three parts - study in Western countries, the CIS and Uzbekistan.

Conducting research on the formation of professional and military knowledge and skills among



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students of military education in Uzbekistan, as well as the development of their cognitive thinking and motivational activity. Botaev, V. Gavrelyuk, I. Y. Inoyatov, M. X. Abilov, A. Satybaldiev, A. Karimzhanov, R. K. This can be seen in the research works of the Yuskaevs. Also about military patriotism A. A. Rejaboev, education of high school students of national schools in the spirit of military patriotism in the process of teaching literature S. A. M. karimbekov, patriotic education of students based on national military traditions in military lyceums. S. Mamazhonov, the essence of National military-patriotic education, the system of military-patriotic traditions in educating young people in the spirit of military patriotism based on the idea of national independence. If the discovery was studied by the work, U.S. Temirova's scientific research is aimed at improving the effectiveness of professional activities of female servicemen and S. A. in the work of Olyunzhayeva, the significance of Amir Temur's legacy in patriotic education of the military.

Among the scientists of the Commonwealth of Independent States (CIS), I. Ridanova, O. E. Lebedev, N. A. Fedotova, L. P. Matveev, O. Questions of morale, tactical training, military patriotism were studied by Fadaeva in the military sphere.

In the west, from the scientists-educators R. Mixner, M. Viroli, S. Kautz, J. The socio-philosophical, pedagogical and didactic foundations of military education and upbringing were studied by Cicero.

However, the scientific and pedagogical foundations of the development of cognitive and motivational competence among students of the pre-prescription direction of military education have not been studied as an object of special research. Based on this necessity, there is a need to develop the content, organizational and pedagogical aspects of the development of cognitive and motivational competence among students of the direction of pre-prescription military education based on a differential approach.

This article is aimed at analyzing the pedagogical content of the development of cognitive and motivational competence among students of pre-prescription military education. To do this, first of all, it is advisable to consider the meaningful nature of the concepts of cognitive activity, motivational readiness and cognitive-motivational competence.

Motive is a factor that motivates a person to achieve a certain goal in human activity, *vajra*. A motive is an internal motivation that motivates a person to action and activity, arising as the highest form of need. Need and instinct, inclination and feeling, ideal and other motives are included in the sentence. In modern pedagogy, the term motive is used to denote various phenomena and situations that activate the subject. The complex of motives of behavior and activity is called motivation [8]. A motive arises and is formed on the basis of a need. The stabilization of the need ensures the effective formation of motivation. Since movement is an integral part of activity, it is directed through the purpose and motive of activity. Sometimes there are cases of replacing the concept of "motive" with the terms "emotion", "goal", "attitude". Goho is identified with the concepts of motivation, motivation, motivation [5:121].

Motivation comes from the English language and is, first of all, the process of encouraging activities that motivate themselves, and then the whole team to achieve common goals [6:34]. So, the cognitive motivation of students of the pre-prescription direction of military education is understood as the orientation of their purposeful activity to achieve high efficiency by various means of stimulation, encouragement to productive cognitive activity, arousal of inner feelings.

The word cognitive comes from the English (Latin) word "cognize", meaning to know, understand, understand and think, or "Cognition" – to know, to understand. Cognitive activity on the spot is a phenomenon associated with a person's direct perception, sensation of reality [7].

The concept of "cognitiveness" ("cognitive") has a twofold character, and the concept of "cognitive cognition" E. S. Kubryakova believes that in order to unify certain spheres and an accurate and complete interpretation of one of the most complex phenomena of nature – human knowledge and thinking - it is necessary to use a generalization of the actions of representatives of different



spheres[3:58].

One of the urgent tasks of modern pedagogy remains the improvement of cognitive activity and the reform on this basis of the system of training students of the pre-prescription military educational direction. The formation of cognitive activity aimed at cognition and the ability to apply knowledge in practice is one of the priority tasks. Because today's information age supports not erudition, but the ability to use it rationally. What remains important is not knowledge, but its practical effectiveness.

The motives associated with cognitive activity can be divided into 3 groups: the first is the motives of cognitive activity, the second is the motives for choosing an activity and the third is the motives for choosing a place of activity. And a specific activity is interpreted all together, i.e. it forms the motives of cognitive activity, the motives for choosing an activity, and through the other two motives-also the motives for choosing a place of activity.

The motives of military activity of students of the pre-prescription direction of military education are diverse and determined by specific factors. The first group of factors includes such motives as awareness of the benefits for the team, the desire to help other comrades in the ranks, the need for a social attitude in their military activities and unwillingness to obey others.

The second group of factors are the motives for earning money to acquire material goods for yourself and your family, satisfaction of material and spiritual needs.

The third group includes satisfaction of the needs for self-activation, development, self-expression, etc.

It is known that people cannot stand by nature without engaging in any activity. A person is not only a consumer, but also a creator, in the process of creation draws inspiration from creativity. This group motive is associated with satisfying the needs of society and gaining the respect of others[2:58].

Since the fate and future of a person are associated with his activities, the construction and organization of this activity on the basis of a goal has always been one of the main issues of pedagogical science. Especially directing young people to activities from childhood is a guarantee that in the future they will live happily and peacefully. So what is the activity itself? Initially, we will have to find an answer to this question.

Until the call, the cognitive activity of students of the military educational direction is a set of a number of competencies in the field of independent cognitive activity, including elements of logical, methodological, universal activity that are interconnected with real things. This includes the identification, planning, analysis, reflection, self-assessment of goals in educational-cognitive activities. Within the framework of these competencies, the corresponding functional literacy requirements are determined: distinguish evidence from suspicion, acquire measurement skills, imply the use of probabilistic, statistical and other methods of perception.

Cognitive motivation is important in military education today. Because each student must do it voluntarily, not being forced into educational-cognitive activities. Only then will high results be achieved in this regard. But not everyone will always voluntarily engage in effective cognitive activity. To do this, a person must first of all be aroused by a feeling that calls for such an activity. Such a feeling is carried out in different ways of stimulation.

Incentives are mainly carried out in two directions. The first is material stimulation, the second is spiritual.

The stimulation of cognitive activity is understood as a complex of material, spiritual and legal interests that provide activity and increase its activity. Cognitive activity itself, as noted, consists of a targeted activity aimed at satisfying a student's needs. Up to the call, the interest of the student of the direction of military education from cognitive activity, above all, requires material stimulation, since he must provide his and his family members with a living, that is, sufficient material benefits, in return



for his Activity[4:24].

Also, another factor that increases motivation is stimulation. The higher the incentive, the higher the efficiency of Labor. In addition to material stimulation of cognitive activity, there is also spiritual stimulation, the power of influence of which is no less than material stimulation.

Spiritual stimulation includes:

1. Material incentives. Together with material incentives, direct spiritual stimulation is manifested, since it is recognized how it operates.
2. To note that it works well in front of the team, to declare thanks and thanks by order of the administration.
3. Writing on the Veterans ' Board, book, awarding honorary labels.
4. To give titles, to record the service provided in this area.
5. Awards of orders and medals.

At this point, we want to emphasize that spirituality is the factor that coordinates interests, contradictions and conflicts between them, ending them. Where spirituality is strong, there is no discrepancy between interests, in such a situation there is neither confrontation nor conflict.

Based on the essence of cognitive activity and the analysis of the issue of finding solutions to problems, it can be said that cognitive activity is an integral concept, the components of which are formed from such structures as cultural erudition, professional culture, culture of creativity, culture of intellectual property law, culture of perception of novelty, culture of management, Physical Culture.

In conclusion, the development of cognitive-motivational competence in students of the military educational direction up to the call is reflected as a certain component of the activities of higher educational institutions. For the effective course of this process, it is required to substantiate the content of activities aimed at this goal, to establish priority principles. Higher education institutions up to the call of military education direction of students, the process of developing cognitive-motivational competence is carried out in three stages over a certain period of time. At each stage, certain pedagogical tasks are solved, and it serves as the basis for the next stage.

In the process of developing cognitive-motivational competence in students of the military educational direction up to the call:

1. up to the call, students of the military Ta'li direction fully realize the essence of cognitive-motivational competence, adequately assess the social consequence of having military cognitive knowledge, act practically on the path to a worthy contribution to military moitivational activity;
2. in the process, students acquire theoretical knowledge, skills and competencies in educating the younger generation in cognitive knowledge and motivational spirit as teachers of military education until the upcoming Call.

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