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## CURRENT PROBLEMS IN HIGHER MILITARY EDUCATIONAL INSTITUTIONS IN UZBEKISTAN

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**Abstract:** This article focuses on the problems that have not lost their relevance in the period from independence to the present time in higher military education in Uzbekistan and a number of their practical solutions. Particular attention is paid to the lack of economic and social bases and the necessary conditions for military development in civilian universities.

**Keywords:** military education, problem, military personnel, cadets, Temurbek school students, reserve officers.

### Introduction

Currently, the Armed Forces of the Republic of Uzbekistan are in the process of deep reforms. This necessitates appropriate changes in the system of military training and education. Changes in the system of military education and reform of the principles of military training are carried out in practice mainly under the influence of crisis conditions, when traditional methods of regulating these processes are ineffective.

The President of the Republic of Uzbekistan signed a decree "On additional measures to improve the management system of public education."

According to the document, the introduction of effective mechanisms for managing the public education system is the most important condition for raising the spiritual, moral and intellectual development of the younger generation to a qualitatively new level, as well as in the educational process. facilitates the application of innovative forms and methods of lim.

At the same time, a critical analysis of the state of affairs in this area reveals a number of problems and shortcomings in the organization of public education management, practical coordination of public secondary education, funding for measures to improve their material and technical condition. was found to be present.

Including:

First, the role of public education authorities in the implementation of state policy in the field of general secondary and extracurricular education, the selection and placement of heads of secondary schools, the effective use of the property of departmental organizations is sufficient. not to the extent;

secondly, the imposition of non-specific tasks and functions on the heads of general education institutions, the lack of a clear division of powers between the director of the institution and his deputies, the lack of clear criteria and parameters for evaluating their effectiveness;

thirdly, the lack of in-depth research on current issues of general secondary education and the implementation of their results in practice, the issues of methodological support of the educational process in public education departments and general education institutions. low level of cooperation between;

fourth, the ineffectiveness of protection mechanisms against unwarranted interference in the professional activities of principals, teachers and other staff of general education institutions, and the excessive number of inspections of schools by regulators and other government agencies;

fifth, insufficient level of openness and transparency in the activities of general education institutions in ensuring the quality of education, raising the level of knowledge and pedagogical skills of teachers, the lack of

effective public control over the educational process;

sixth, the imperfect mechanism of financing and logistics of public education institutions, the low level of introduction of modern architectural solutions, innovative developments and information and communication technologies in their activities.

The system of military education in the Republic of Uzbekistan is designed to meet the needs of officers of the Armed Forces of the Republic of Uzbekistan who meet the state and special requirements, to regulate the amount of mobilization resources. developed a state program 'reforming the education system' and was approved by the government. The main goal of this program is to create an optimal network of universities that meet the needs of the military organization and the state budget.

The Ministry of Defense associates the reform with the reduction of most military faculties and departments, the reduction of conscription periods from two to one year, and the formation of the mobilization reserve needed in the event of a special period or military threat. The most qualified and trained part of such a reserve should be young men who have received higher education in military universities without a military department and have mastered military specialties in the year of conscription (and this is the most acceptable option) in their civilian profession.

The first steps in reforming military training in civilian higher education institutions showed that the system was malfunctioning because it did not have the necessary conditions to operate in the field of military development, and did not have the economic and social foundations.

Due to the lack of information provided to the public by the Ministry of Defense and the Ministry of Education on the reform of the military education system, the number of guidelines for the reorganization of the military education system has been kept secret. However, given how carefully the Ministry of

Defense concealed the military list, the author notes that the development of the theoretical and methodological foundations of the concept of military education reform has been slow.

The current need of society to change the quality of the system of training specialists in the military field implies the coordination of the positions of the sociological theory of military education with specific sociological research of training specialists for the army. It is also necessary to make a dialectical-materialist, structural-functional and systemic-historical analysis of the problem.

In modern conditions, military departments feel that there is a shortage of students who want to study in new programs and go to serve in the army after graduation. Also, no sharp increase in competition is expected for universities where military departments will remain or where training and military centers will be established. Despite the fact that students have the rank of officer in parallel with higher education, competition is now growing in universities that train good professionals in technical specialties. According to a 2016 study by the State University's Military Sociology Laboratory, only 8 percent of young students choose institutions with military departments on purpose.

Military training centers established on the basis of military departments will feel the shortage of entrants in 2018. If you look at the published lists, especially the idealistic views of the leadership of the Ministry of Defense that the military training centers being created will pave the way for "... young men and cadets of the provinces and students of Temurbek schools". abandoned military departments and military training centers are being established. The promised selection of cadet class graduates, military servicemen's children to training centers is more like a bluff. Now low-income families (unfortunately, many of them may undoubtedly belong to the military) cannot afford to place their children for free in universities with military departments - there will be a lot of competition . As for cadet

classes, it should be noted that 80-90% of their graduates, after graduating from school, now leave the army, enroll in universities, or find some other reason. And again, these classes are mostly attended by children of wealthy parents. So, really, can't the parents of such children find a way to save them from military service after school and get rid of military service after they finish school?

According to the author, reforming military training, such as supporting universities and military training centers with high scholarships and other guarantees from the Ministry of Defense and other guarantees, is a phenomenon of the political process. Beginning.

The military department published a list of the remaining universities, making it clear that students from these universities would not serve, and the leadership of the Ministry of Defense indicated "who is the boss."

It is hard to believe that the realities of the Republic of Uzbekistan, the weakness of the legal framework and, based on our experience, the graduates of higher education institutions will decide that the educational contract signed with the next five years of service is mandatory. According to the author, students of the capital's universities do not want to join the army even after signing a 5-year contract. There are dozens of ways to avoid this.

One of the stages in the reform of military training is the transfer of officers - teachers to civilian positions, which naturally leads to the outflow of military specialists. As a result, students are taught by people who do not have a professional military education.

The main reasons for the current state of affairs are: the lack of a clear systematic approach to the organization of military education in terms of its internal content; students' interest in studying in the above-mentioned educational institutions, the lack of good study of the issues of weak social, material and moral protection of military personnel by the state, which is the main reason

for the reluctance of students to study . military unit with subsequent service in the army.

Summarizing all the data, we can highlight several key issues, without the solution of which all attempts to reform the military education system are nothing more than declarative statements.

The subjective professional "myopia" of the reformers in the field of military education, the departmental monopoly and its specific information and communication constraints do not allow extensive use of anti-crisis management strategies, which ultimately leads to a lack of a clear systematic approach to military education. leads to its internal content is that the regulatory framework for the ongoing reform is not well developed.

The level of military professional training of graduates, especially their practical skills and abilities, has been reduced. Curricula for graduates of military departments are designed to train reserve officers, not ordinary military personnel. As a result, conscripts do not always meet the requirements imposed on them. One of the factors in the decline in the quality of training of reserve officers was the early dismissal of teachers with academic degrees as they significantly exceeded their postgraduate and military doctoral degrees.

Shortcomings in the organizational and economic mechanism of managing the military education system have not been eliminated, the cost of funds allocated for the training of reserve officers has not been optimized. In the system of military vocational education, such material and socio-economic conditions of reproduction have developed that do not meet the needs of the Armed Forces, the whole society of the Republic of Uzbekistan and the state, highly qualified command personnel and specialists.

The legal field of training and education of officers and their military service requires improvement.

The modern Republic of Uzbekistan is not reducing the number of early dismissals of

young officers for a number of reasons, and the expulsion of cadets in the process of training in military universities. Therefore, military educational institutions are unable to cover the increasing losses of officer cadres year by year.

Conscription of reserve officers and voluntary enlistment of citizens on a contract basis does not solve the problem of meeting the needs of the Armed Forces and other troops of the Republic of Uzbekistan in terms of quantity or quality. On the one hand, the army requires a lot of young officers, about 10,000 reserve officers. On the other hand, the reduction of military schools, the termination of enlistment and the long-term closure of most military departments and military training faculties lead to a shortage of primary officer positions.

In the remaining military departments and newly established military training centers on the basis of universities, the social conditions established for the implementation of this program do not attract university students.

Considering the problems that have arisen in reforming military training, their generalization and drawing conclusions, the author doubts the expediency of a radical reduction of military departments and faculties.

The situation in the military has changed radically in the last decade. Imperfect legislation of the Republic of Uzbekistan has expanded the list of grounds for early release of officers from military service. Studies have shown that up to 18 per cent of young officers retire from the Armed Forces using the knowledge and skills they have acquired in civilian life in the first year after graduating from military school. The Accounts Chamber of the Republic of Uzbekistan has identified a large amount of financial losses of the state. This amount is compared with the amount of funds allocated for the implementation of the state target program "State Housing Certificates". Given the current scale of early dismissal of officers, military educational institutions cannot fully meet the requirements for officers of the Armed Forces and other troops of the Republic of Uzbekistan.

Even in these permanent combat training units, more than 60 percent of key officers are recruited by graduates of military departments of civilian universities who have been called up for military service for 24 months.

At all stages of historical development, the issue of armed defense of the state has been and remains an integral attribute of its security. The ability to deploy the army in wartime states plays a crucial role in this, which in turn depends on the sources of recruitment of reserve officers. The main of them is the training of military specialists in military departments and faculties of state institutions of higher education.

Keep in mind that mobilization resources have a natural decline. In modern conditions, when the rapid development of all fields of knowledge requires a certain amount of knowledge and skills from military science, modern technologies, means of armed struggle and a conscripted officer, retraining of reserve officers is almost forgotten, full confidence in the older generation of mobilization resources impossible, probably already forgot which side to hold the machine gun.

The decline in the level of military professional training of university graduates, especially their practical skills and abilities, is observed in the majority of graduates of military departments and faculties. But this argument is debatable. The results of a study involving the first two years of military service officers in the army and graduates of military departments of civilian universities show that the general theoretical and technical training of former students, both at the beginning of service and in the process of graduation from military universities, but weapons and special training, command, methodological and practical skills, the ability to work with subordinates is a weak point for reserve officers in the initial period of service, but after a year and a half, these levels equalize.

The current state of most military departments of the training material base does not meet the modern requirements for the

training of reserve officers. It is simply technically and ethically outdated. But this is not the fault of the military departments. To strengthen and modernize the material and technical base and infrastructure of educational institutions for the training of reserve officers, to equip them with modern equipment, tools and materials to improve the quality of the educational process and support university science should be done by the customer.

Appropriate academic degree, management and teacher training and qualifications have a significant impact on the quality of student training. Thus, in the 2015 academic year, at least half of the educational institutions that train reserve officers had a staff of teaching positions with scholars in accordance with the level of state accreditation. It should be noted that the individual measures taken by the Ministry of Defense to support the teaching staff and maintain the scientific potential of universities have not yet made a radical turn in the negative trends.

In addition to the efficiency and quality of training in universities, it is necessary to take into account the cost of education. This problem has become very relevant during the period of reform and reconstruction of civil and military schools. In the context of changes in the Armed Forces of the Republic of Uzbekistan, the lack of financial and other resources for the development of military education, it is necessary to reform the system of military training. It will have to be adapted to the realities of the military organization of the state and to the modern standards of higher education in the Republic of Uzbekistan, but not by such radical and irrational methods that are currently being implemented. The conditions in which military faculties and military departments continue to operate upon completion of student training allow for these changes to be made in a balanced and deliberate manner.

Considering the existing problems of military training reform, it became clear that it was impossible to maintain such a large number of military faculties and departments. At the

same time, 54% of Uzbeks do not support the decision of the Ministry of Defense to reduce the number of military departments.

In this case, the author suggests the following ways to solve this problem. Of the total number of military faculties and departments, those that provide truly exclusive military education should be left out. The rest of the faculties and departments that teach the remaining specialties, for example: a military lawyer or linguist, a motorist, a doctor, a builder, and so on, need to be cut.

Military faculties and departments in the provinces, provinces and cities of the republic can be merged into military training centers to expand training materials and training base, optimize costs and improve the quality of training. The issue of restoring the material and technical base of military faculties and departments, which has been in decline for more than a decade and still does not provide the necessary level of training for officers, is very important.

As part of the reform of the Armed Forces and the transition to one-year conscription, many training centers will be required, which will be able to train a true defender of the Motherland from "ordinary" uneducated people in a year. Training centers can become such training centers.

When considering the problem of the availability of military faculties and departments, we, for some reason, focus on the training of reserve officers and ignore the fact that the army needs junior specialists (soldiers and sergeants) and mid-level specialists. (guarantor officers, residences). After graduating from a university without military training, a student goes to the army and, thanks to the education he receives, he is sent to a major vocational school or sergeant training courses for six months. And that's a waste of time, because he only has to serve a year and doesn't have time to fully apply the knowledge he gained after his sergeant training. Military departments and faculties can do this well.

It would be expedient to create a single state system of multi-level military training for young students in the field of civil education of the Republic of Uzbekistan, in which education is carried out on the basis of consistent and interconnected programs at all levels.

The first level - general secondary education - is to teach students the basics of military service, as well as their military professional orientation. The second level - the field of primary vocational education - is the training of junior military specialists in the field of military registration of ordinary soldiers, sergeants and junior officers for military service on the basis of conscription and contract. The third level - secondary vocational education - involves the training of officers and officers according to a list of military specialties approved for them. The fourth level - higher professional education - is the training of reserve officers, as well as officer cadres for their contract service.

**In conclusion**, it is worth mentioning that after graduating from military training, training camp or internship in the army, after graduating from university with a diploma, nominate graduates for military ranks, the relevant categories: "Sergeant ", and" lieutenant. " According to the author, this will solve the problem of encouraging a high level of mastery of the military training program and multi-stage training of military specialists.

Calculations show that without reducing the number of military departments and faculties of military training, it is possible to compensate for the lack of other available sources of recruitment of reserve officers only by strengthening them. A promising source of replenishment of the officer corps could and should be a civilian high school, whose capabilities are almost never used for these purposes today.

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