

PECULIARITIES OF FORMATION OF PROFESSIONALLY IMPORTANT QUALITIES OF CADETS IN EXTREME SITUATIONS

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Abstract

The article considers pedagogical peculiarities of formation of professionally important qualities of cadets in extreme situations, and also lists factors characteristic for young officers. Necessary abilities for development and improvement of cadet's thinking by specific methods are highlighted, also twenty-eight professionally important qualities in cadet's operational activity are highlighted in tabular form. In addition, the necessary phases are outlined, the fulfilment of which contributes to the formation of competences, thinking and development of cadets in the performance of tasks in daily activities.

Keywords: professionally important qualities, cadet thinking, operational activity, competence formation, young officers, daily activity, extreme factors.

Introduction

Higher education is one of the most important stages of professional formation of a personality, when professional outlook and position (motivational and value attitude to the profession), professional thinking, an adequate idea of one's profession is formed, and the instrumental sphere is formed.

One of the main reasons reducing the effectiveness of the process of training cadets in extreme situations is the lack of confidence in the prospects of their future activities.

Professionally important qualities of a cadet act as a foundation of his future professional activity and are considered as characteristics and qualities of a subject, included in the process of activity and influencing its efficiency by the main indicators. These are individual features of mental processes and functions, characteristics of personality orientation, general somatic or neurodynamic properties. They further determine the success of a specialist in social and professional environment. After graduation, young officers, first of all, must maintain at a high level the combat readiness of personnel, weapons and military equipment, as well as the management of units.

The basic educational program of higher education contains stages and steps necessary for maturation, acquisition of knowledge, abilities, skills and formation of professionally important qualities, which, as a result of successful problem solving, are implemented in the

competence that forms the basis of a young officer's readiness for independent, responsible and productive service activity.

In higher education institutions, cadets develop various professionally important qualities, but their purposeful formation and control of the level necessary for service activities in extreme situations are not carried out. At the same time, officers operating modern models of weapons, military and special equipment are exposed to a huge number of extreme factors on a daily basis. These factors create special and extreme conditions, objectively contribute to the threat to the life and health of a young officer performing operations of operational activity. The perception of the same situation by each particular person is individual, in this regard, the criterion of "extremity" is rather in the internal, psychological plan of the individual.

Let us list some of the extreme factors typical for young officers:

Uncertainty of information (including contradictory information). In it, the time of appearance of a significant event and its qualitative characteristics can be uncertain. This provokes the emergence of high mental tension, uncertainty, fear of making a mistake;

incomplete information about a possible event. This situation significantly hampers the ability to forecast, plan and make decisions, which also causes severe stress;

situation of maintaining readiness for extreme actions. In such cases, it is known that an extreme situation may occur, but the time of its occurrence and the nature of the forthcoming operational activity are not determined;

a situation of risk determines a high psycho-physiological cost of making a relevant decision, the risk is also associated with the fear of making a mistake;

a situation with a decrease in self-esteem when performing operations of operational activities. In this case there are strong anxieties emotional discomfort decreases self-confidence long-lasting stresses arise

situation of conflicts in the professional environment. Accompanied by severe stress.

Increase in transitional periods (appointment to a position, change of type of activity). Arise from changes in the team, as a rule, have a destructive character;

situation of possible job loss.

These extreme factors in everyday service activities, duty in daily duty, involvement in work negatively affect the formation of competencies of cadets who master the basic educational program. However, with the correct organization of these activities the cadets form professionally important qualities. These qualities will contribute to the successful solution of tasks on competences formation, readiness of a young officer for independent, responsible and productive professional and operational activity (see the table).

The peculiarities of formation of professionally important qualities of cadets in extreme situations are manifested in the combination and implementation of actions that ensure the effective achievement of the set goal in a particular operational operation. The level of cadets' preparedness depends on their mastery of technical methods and ways of their performance, forms of work performance (individual, group, team).

It is impossible to foresee all possible extreme situations of operational activity in the process of cadet training. One of the main tasks is to improve the cadet's thinking.

It is necessary to develop the following abilities:

to quickly perceive, adequately comprehend and analyze extreme situations;

quickly and accurately assess the situation and make a decision in accordance with the situation and the level of his/her preparedness;

anticipate the actions of subordinates;

Table Professionally important qualities of a cadet

Professionally important qualities of a cadet		Definition
1	Activity	is characterised by an active, excited state of the military specialist, directed both at the object of activity and at himself.
2	Accuracy	s manifested in the serviceman's attitude to order, careful performance of actions, in diligence and accuracy.
3	Attentiveness	is expressed in increased concentration, focus at a particular moment in time.
4	Excerpt	expressed in the ability to remain calm in an unpleasant situation or the expectation of results from controlled and uncontrolled processes.
5	Discipline	consists of restraint, self-control, responsibility, adherence to the established order.
6	Initiative	is the ability to take volitional actions independently.
7	Diligence	characterises a serviceman's ability to act in accordance with prescribed assignments.
8	Communication skills	is expressed in readiness, ability to easily establish and maintain contacts in communication, interact with others (non-conflict, sociability, contactability).
9	Courage	is expressed in the absence of fear of a dangerous situation, confident actions.
10	Perseverance	is aimed at the steady achievement of a goal despite difficulties and obstacles, as well as the ability to overcome external and internal difficulties in doing so.
11	Learnability	is expressed in individual indicators of the serviceperson's speed and assimilation of new knowledge, skills and abilities in the development process.
12	Organisation	is expressed in the ability to mobilise all forces and knowledge to achieve the goal, to act in an orderly, planned manner.
13	Caution	is expressed in the assessment of possible danger, risks.
14	Responsiveness	is expressed in the ability to complete tasks in the shortest possible time.
15	Responsibility	is expressed in the ability to be responsible for one's actions, if necessary to take the blame for mistakes, bad state of affairs.
16	Patriotism	activity for the benefit of the Fatherland, readiness to neglect one's own interests for the sake of public interests, priority of state and public interests over personal ones.

17	Integrity	is expressed in compliance with the rules of behaviour, inability to engage in immoral, anti-social acts.
18	Principled	is expressed in the desire to act in strict conformity with instructions, beliefs, principles, maybe even to the detriment of personal and public interests.
19	Determination	is expressed in the serviceperson's ability to independently, under conditions of risk, make choices for successful implementation of the activity.
20	Workability	is expressed in the ability of a serviceman to perform an activity effectively for a certain period of time.
21	Stress tolerance	allows a servicemember to endure significant intellectual, volitional, and emotional stresses without significant adverse effects on his or her activities, others, and health.
22	Self-criticism	is expressed in the ability to independently search for errors, to assess without prejudice the correctness of one's own behaviour and the results of thinking, and in the serviceman's reflexive attitude towards himself.
23	Autonomy	is expressed in the ability to make a decision without necessarily consulting other, more experienced professionals.
24	Self-monitoring	is expressed in rational reflection and evaluation of the subject's own actions, in accordance with the established rules.
25	Demandingness	is expressed in an insistent, confident right and desire to be satisfied with the worst or average of the possible options.
26	Tactfulness	a sense of proportion that is respected in personal and official relationships.
27	Purposefulness	is expressed in conscious and active orientation of a person to achieve a certain result of activity.
28	Honesty	reflects one of the most important requirements of morality, including incorruptibility, honesty, integrity, truthfulness, nobility.

Reflexively display their actions in accordance with the goals and objectives of specific situations.

A cadet's thinking is developed in exercises, when performing which the task is to observe and find the essence in gestures, movements, actions, intentions, states of cadets performing operations of operational activity. Improvement of thinking is served by concentration of attention and consciousness of a cadet on search of effective ways of fulfilment of technological operations. Tasks related to improving thinking should encourage the cadet to analyse possible aspects of extreme situations. He should remember the results of his own actions in similar situations, take into account the possibility of anticipating the development of extreme situations, and make decisions within a limited period of time.

The main specific methods of cadets' thinking development are:

training method at training sessions on formation of necessary professionally important qualities of cadets in operational activity in extreme conditions;
method of psychophysiological training with conditional performance of upcoming technological operations.

Exercises on simulators, classes with a teacher, preparatory and dangerous operational situations serve as the main means for improving thinking. The debriefing and analysis of operational activities is also important. Cadets should tell the instructor what caused their

actions and what intentions they had, what prevented them from completing the task, and be able to analyse each technological operation in detail. The teacher together with them analyses and determines how correctly and quickly the cadets perceived the situation and reacted to it, how attentive and purposeful they were, what prevented them from performing the task, how their physical and moral-volitional qualities manifested themselves, and how their technical skills were implemented.

Practical realisation of cadets' preparedness implies solving the following tasks:

creation of a holistic view of extreme situations of operational activity;

formation of individual and collective style of technological operations;

decisive and timely implementation of the decisions taken due to rational methods and actions taking into account the peculiarities of operational activity, environment, extreme situations etc.

In the logic of further presentation it is necessary to describe the phases, fulfilment of which contributes to the formation of competences, thinking and development of professionally important qualities of cadets in operational activities in extreme situations, performing operations of everyday and operational activities.

First phase. Analysis phase (using the methods of conversation, observation, performance of standards, survey, use of virtual situations and solution of situational tasks to identify the levels of professionally important qualities of cadets in operational activities in extreme conditions).

Second phase. Phase of goal-setting, design, at this stage the sequence of classes is built in the educational-methodical complex of the discipline: lectures, seminars, practical, laboratory, etc. The necessary forms and methods of their implementation are considered, which will contribute to the achievement of the desired result, namely the formation of competences and development of professional qualities.

Third phase. The planning phase, at this stage there is a distribution of tasks, description and coordination of the expected actions, calculate the necessary time expenditure for the training and methodological department, formation department, teachers of profile departments, course link, officers to work with personnel and psychologists.

Fourth phase. Implementation phase, when implementing the planning stages it is necessary to allocate the main link, this condition will ensure the implementation of a large volume of activities. It is necessary at all stages to motivate cadets for qualitative learning of the material. The effectiveness of formation and development of professionally important qualities of cadets in operational activities in extreme conditions depends to a greater extent on how successfully the process of motivation is carried out.

Fifth phase. The phase of control and evaluation, through control the feedback is realised, conditions for timely correction are created. Control is organised continuously, the following types of control are distinguished: preliminary (psychological tests, interviews), current (regular checking of work, discussion of emerging problems) and final (used after the work is done).

Sixth phase. This professionally important quality of a cadet contributes to quick decision making.

The sixth phase is characterised by the cadets' desire to preserve the learnt forms of actions, to maintain correspondence between the learnt ways of performing various activities and the requirements of the tasks to be solved. There is copying of samples of its performance at the reproductive level (imitation, repetition of the sample). Here we can observe full situational adaptability, full compliance, high adaptability to the requirements, established norms, created conditions, arising circumstances.

Thus, the conducted analysis of the phases of competence formation, thinking and development of professionally important qualities of cadets in operational activity in extreme situations allows us to consider them as successive stages and simultaneously as levels of formation of cadets' subjectivity, which are determined by the level of expression of professionally important qualities, the ability to independent conscious construction of regulation in various types and forms of classes.

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