

Socio-Cultural Powers to Ensure the Professional Development of Military Personnel in the Conditions of COVID-19 (Under the Functional Approach)

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Abstract: The article discusses major reforms in the armed forces in the context of COVID-19, the identified priorities, as well as future measures, changes in the field of higher military education and discussions based on the expected results of these prospects. In general, the introduction of modern methods of improving the knowledge of servicemen in accordance with socio-political changes, as well as the training of loyal, highly qualified servicemen is a functional approach to such issues. In addition, explanations were given on the development of socio-cultural competencies of future officers, the role of socio-cultural competence in the military-educational environment, the role of its structure and components in military activity.

Keywords: future officer, military education, competence, socio-cultural competence, sociolinguistics, cognitive component, institutionalization, motivational component, activity component, creative component.

INTRODUCTION

As we know, significant changes are taking place in the dynamics of socio-political processes in Uzbekistan. These changes are aimed at radically improving the lives of our people, ensuring human rights and freedoms, the rule of law and social justice, and making significant progress in innovative development. Consequently, as in all areas, large-scale reforms are being carried out in science and education. In this regard, the President of the Republic of Uzbekistan Sh. Mirziyoev said, "Science, education and upbringing are both the foundation of development and the force that makes a country strong and a nation great. As well as, the future of our country is closely linked with the education system and the upbringing of our children". [1] Ensuring the stability of public life and the security of the state is a guarantee of social development, while improving the quality of military education and the formation of professional competencies of military personnel is of great importance.

Therefore, in addition to the formation of military-professional skills in higher military education institutions, it is necessary to train talented officers who are creative persons, able to quickly collect and select information and make independent decisions. "Representatives of two fields around the world take an oath of allegiance to their profession: the military, which is the defender of the Motherland, and the doctors who are responsible for human health. Today, life itself proves that this is not in vain". [2] Especially in the case of the COVID-19 pandemic, which

shook the whole world in 2020¹ [3,664], it is no exaggeration to say that these professionals have become “heroes of society” by sacrificing their lives and, if necessary, their lives.

MATERIALS AND METHODS

These days, there is a special demand for specialists who can accurately assess the military-political situation and make quick decisions to protect national interests. Based on these requirements, we can point out that in recent years, a number of strategically important reforms in the education system of Uzbekistan have been rapidly implemented. As well as, legal documents as the Resolution of the President of the Republic of Uzbekistan dated August 4, 2018 No PR-3898 “On fundamental improvement of the system of raising the spiritual and educational level of servicemen of the Armed Forces of the Republic of Uzbekistan” and resolution of December 12, 2018 “On additional measures to improve the procedure for patriotic and physical education of youth and training of conscripts in military-technical specialties”, decree of October 8, 2019 “On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030”, Decree of October 29, 2020 “On approval of the Concept of development of science until 2030”, as well as the Law of the Republic of Uzbekistan “On Science and Scientific Activity” LRU-576 of October 29, 2019 and the Law of the Republic of Uzbekistan “On Education” LRU-637, adopted on September 23, 2020 and other similar regulations were obtained as an institutional basis for the further development of science and education.

Moreover, in recent years, a large-scale work has been carried out to consistently reform and develop the national army, strengthen the defense capabilities of Uzbekistan, and train military personnel. “At the same time, to inculcate in the hearts and minds of servicemen the life and professional skills of servicemen in the Armed Forces of the Republic of Uzbekistan on the basis of knowledge, to increase their knowledge in line with real socio-political changes in our country, to the socio-political processes around us and the world. the systemic problems that hinder the approach based on our national interests and the strengthening of ideological immunity against internal and external threats still persist”. [4].

Hence, further improvement of the effectiveness of spiritual and educational work in the Armed Forces of the Republic of Uzbekistan, the introduction of modern methods of improving the knowledge of servicemen in line with socio-political changes, as well as the formation of ideological immunity against internal and external threats. A system of practical measures has been developed and is being implemented in a structural and functional manner.

RESULTS AND DISCUSSION

The role of socio-cultural competence in ensuring the professional development of future officers can be summarized as follows: We are discussing in the context of “Military - Cultural environment - Military service”. To do this, we provide a description of socio-cultural competence.

The introduction of the concept of “socio-cultural competence” in the scientific discourse is associated with the activities of the international organization “Council for Cultural Cooperation” here the report of Jan van Ek and John Trim plays an important role. According to

¹ Pandemic (Greek pandemos - mass, international) - the mass spread of an epidemic disease in one country, several countries, continents or continents. The pandemic spread is airborne, and the incubation period is short for infectious diseases

him, socio-cultural competence is one of the components of communicative competence. Socio-cultural competence refers to the interaction in different situations of daily life and the formation and maintenance of social connections using a foreign language [5.70]. This interpretation was made only in the context of socio-cultural processes and was not carried out separately in the context of military education and activities. However, military activity and the cultural environment are interrelated, both in peacetime and in the military.

An analysis of research papers to determine the place of socio-cultural competence in the military educational environment shows that socio-cultural competence is not only a set of competencies of a multicultural linguist, but also a communicative competence in a foreign language. If we take into account that the Republic of Uzbekistan is home to more than 130 nationalities and ethnic groups, socio-cultural competence also serves to ensure interethnic cooperation. Therefore, we consider it expedient to work on the basis of socio-cultural approach to the teaching of foreign languages in military educational institutions. Therefore, it is expedient to consider the relationship between language and culture [6.18]. This is because the concepts of the military profession today are mainly derived from foreign languages, such as artillery², officer³, tank⁴, the army⁵, and sergeant⁶ [7, 8]. This shows that there is a strong need for Uzbek-language dictionaries and encyclopedias on military issues and activities in military universities. Therefore, based on these requirements and needs, a special working group consisting of specialists with high scientific potential has been formed at the Academy of Armed Forces, and practical work is being done to create a new generation of literature on research and teaching in the Uzbek language. For example, this year under the guidance of Professor R.S. Samarov the working group prepared a book in Uzbek entitled "Military terms and dictionaries", was published and presented.

As we know, the process of comparison takes place as a result of explaining the culture of one's own country to a representative of another culture on the basis of a socio-cultural approach to the military students. This cognitive activity allows the trainee to directly influence the learning process, to determine and interpret the specific nature of the content of the subject. However, this approach does not affect the problem of learning and shaping linguistic personality (linguistic personality) as a native speaker of language and culture. This is because without comparison, the similarities and differences between different cultures cannot be understood [9.210]. As well as, the teaching of foreign languages with a socio-cultural approach is a priority of pedagogy, more precisely, the task of private methodology, and it can be shown that this field is not sufficiently studied as a separate object of study in the field of military pedagogy. Among the main conditions of this approach related to foreign language teaching should be noted education, which includes aspects such as intercultural, regional, linguistic, sociolinguistic, communicative and pragmatic. In this regard, the study of foreign languages enriches the knowledge of cadets about the socio-cultural status of the studied languages, the cultural landscape of countries and peoples, the main

² Artillery - French. (artillerie) is derived from the word and means to prepare.

Tank - ingl. (tank) is derived from the word and means an armored combat vehicle.

Army - Latin. (armo) is derived from the word and means to arm.

³ Office - nem. (offizier) is derived from the word, which means official.

⁴ Tank - ingl. (tank) is derived from the word and means an armored combat vehicle.

⁵ Army - Latin. (armo) is derived from the word and means to arm.

⁶ Sergeant - Latin. (serviens) means military rank and the person holding that title.

stages of civilization, the culture of individual interaction with the state, society, nature and man [10.17].

I.I.Khaleeva developed the theory of “multicultural linguistic person”, by uniting language, culture and person. According to this concept, the national character and mentality form the basis of the process of teaching a foreign language and culture [11.10-19]. In the national character, the way of life, the origin and essence of customs, values are embodied and expressed in a unique way in the mentality.

Language is a means of describing all cultural events, understanding the national-cultural landscape of the world, preserving it and transmitting it from generation to generation. However, knowing that the cultural scenery of the world is not the same among people, it is not enough to study the names of events and processes. The language being studied must enter the cognitive consciousness so that any foreign words that enter the cultural landscape of the world allow the military student learning the foreign language to enter the culture of the native speakers [12.219].

Thus, the analysis of the research shows that the formation of socio-cultural competence is based on the parallel study of language and culture, which is conceptual in the formation of a multicultural linguistic personality. In the process of learning a foreign language based on the socio-cultural concept, military students are introduced to the cultural characteristics of the speakers of the studied language and to explore the scenery of another national cultural world that arises when comparing these characteristics with their own culture.

Learning a foreign language requires the formation of science, activity, communication, socio-cultural competence and other similar competencies. All this is reflected in the personality of the future officer and ensures the culture of service activities. The formation of these competencies, in turn, solves the problems associated with active learning activities, the problems associated with achieving goals in the activity [10.225].

It is well known that each culture is distinguished by its own logic, its own perception of the world, which influences communicative behavior. An important event, phenomenon, or object in one culture may be insignificant in another. This is primarily related to the structure of socio-cultural competence and its components. These are: - cognitive component, motivational component, activity component, creative component.

In contrast to existing models of socio-cultural competencies, the proposed creative component is new. Such a need ensures the development of all the values of the foreign language culture being taught.

CONCLUSION

In conclusion, we can make the following clarifications:

1. Considering the growing demand for specialists in Uzbekistan who can accurately assess the military-political situation and make quick decisions to protect national interests, consistent reforms are being carried out for the development of the sector;
2. It should be noted that the institutional framework for the further development of military science and military education has been created in our country, which leads to positive changes in the field;
3. One of the current requirements for military personnel is special attention to the perfect study of foreign languages. Therefore, the number of hours of study of foreign languages in the curriculum is increased, and more attention is paid to

independent learning. This, in turn, influences the formation of qualities manifested in the personality of the future officer and serves to ensure the culture of service activities;

4. While teaching a foreign language in military educational institutions, attention should be paid to the formation of socio-cultural competence of military students. The effective conduct of this process has a positive effect on the cultural communicative behavior of future officers.

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