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DEVELOPMENT OF INDEPENDENT THINKING THROUGH INTERACTIVE TEACHING METHODS IN MILITARY PEDAGOGY

РАЗВИТИЕ САМОСТОЯТЕЛЬНОГО МЫШЛЕНИЯ ПОСРЕДСТВОМ ИНТЕРАКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ В ВОЕННОЙ ПЕДАГОГИКЕ

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Annotation: This article analyses the importance of interactive teaching methods in developing independent thinking among cadets in military pedagogy. The study highlights modern pedagogical approaches, problem-based learning, group work, and the effectiveness of practical training sessions. It is also substantiated that the use of interactive methods contributes to the development of creative thinking, communicative competence, and decision-making skills of cadets.
Keywords: military pedagogy, interactive learning, independent thinking, cadet, pedagogical technologies, competence, problem-based learning, innovative methods.
Annotatsiya: Ushbu maqolada harbiy pedagogikada interfaol ta’lim metodlarining kursantlarda mustaqil fikrlashni rivojlantirishdagi ahamiyati tahlil qilinadi. Tadqiqotda zamonaviy pedagogik yondashuvlar, muammoli ta’lim, guruhli ishlash va amaliy mashg‘ulotlarning samaradorligi yoritilgan. Shuningdek, interfaol metodlardan foydalanish kursantlarning ijodiy fikrlashi, kommunikativ kompetensiyasi va qaror qabul qilish ko‘nikmalarini rivojlantirishga xizmat qilishi asoslab berilgan.
Kalit so‘zlar: harbiy pedagogika, interfaol ta’lim, mustaqil fikrlash, kursant, pedagogik texnologiyalar, kompetensiya, muammoli ta’lim, innovatsion metodlar.
Аннотация: В данной статье анализируется значение интерактивных методов обучения в развитии самостоятельного мышления курсантов в военной педагогике. В исследовании рассматриваются современные педагогические подходы, проблемное обучение, групповая работа и эффективность практических занятий. Также обосновывается, что использование интерактивных методов способствует развитию творческого мышления, коммуникативной компетенции и навыков принятия решений у курсантов.
Ключевые слова: военная педагогика, интерактивное обучение, самостоятельное мышление, курсант, педагогические технологии, компетенция, проблемное обучение, инновационные методы.

Introduction

The relevance of this topic is обусловлена the need to improve the quality of training future officers in the system of military education, where the development of cadets’ independent thinking acquires particular importance. In the modern conditions of a rapidly changing military-professional environment, there is an increasing demand for specialists capable of independently analyzing situations, making well-grounded decisions, and acting effectively in non-standard conditions. However, traditional teaching methods do not always fully contribute to the formation of these qualities, which determines the existence of the research problem.

The necessity of developing independent thinking within the military education system is connected with the requirements of modern military practice, where the success of an officer’s

professional activity largely depends on the level of cognitive independence, critical thinking, and the ability to make prompt decisions. In this regard, interactive teaching methods aimed at activating cadets' cognitive activity become especially significant.

The theoretical and practical foundations of interactive teaching methods are considered within the framework of modern pedagogical approaches focused on subject-subject interaction in the educational process. Such methods include problem-based learning, group work, case-study methods, brainstorming, and other technologies that promote the development of learners' activity, initiative, and independence.

The purpose of this study is to investigate and substantiate the effectiveness of interactive teaching methods as a means of developing cadets' independent thinking in the system of military pedagogy. The objectives of the study include analyzing the theoretical foundations of interactive learning, identifying its pedagogical potential, and determining the influence of these methods on the development of cadets' independent thinking. The object of the study is the educational process within the military education system, while the subject of the study is interactive teaching methods as a means of developing cadets' independent thinking. [1]

Methods

Within the framework of this study, a комплекс of complementary methodological approaches was used, allowing for a comprehensive examination of the influence of interactive teaching methods on the development of cadets' independent thinking in the system of military education. The study was based on the pedagogical analysis of scientific and methodological literature, normative documents, and advanced pedagogical experience, which made it possible to determine the theoretical foundations of the problem and identify the main directions for its solution.

During the research, empirical methods were applied, including pedagogical observation of the educational process, questionnaires for cadets and teachers, as well as conversations and interviews. These methods made it possible to identify the level of formation of cadets' independent thinking, their educational motivation, and their attitudes toward interactive forms of learning.

The main interactive educational technologies considered and implemented included problem-based learning, group work, the case-study method, discussion methods, and brainstorming. Problem-based learning contributed to the formation of cadets' ability to independently identify educational and professional problems and find ways to solve them. Group work developed cooperation skills, role distribution, and collective decision-making abilities. The case-study method made it possible to model real military-professional situations requiring an analytical approach and a well-grounded choice of actions. Brainstorming stimulated idea generation and the development of creative thinking. [2]

The experimental part of the study was organized on the basis of a military educational institution and included control and experimental groups. In the control group, teaching was carried out using traditional methods based on the explanatory-illustrative approach, whereas in the experimental group, interactive teaching methods were systematically applied. This made it possible to conduct a comparative analysis of the effectiveness of pedagogical approaches and determine the degree of influence of interactive technologies on the development of cadets' independent thinking.

The collection of empirical data was carried out using testing, questionnaires, analysis of academic achievements, and expert evaluation by teachers. The obtained data were processed using qualitative and quantitative analysis methods, including a comparative analysis of results before

and after the implementation of interactive teaching methods. This ensured the reliability of the results and made it possible to draw well-grounded conclusions about the pedagogical effectiveness of the studied technologies. [3]

Results

As a result of the conducted study, it was established that the use of interactive teaching methods has a significant positive impact on the development of cadets' independent thinking within the system of military education. A comparative analysis of the control and experimental groups showed that cadets who studied using interactive technologies demonstrated a higher level of learning activity, analytical thinking, and the ability to make independent decisions. [9]

Particularly noticeable changes were identified in the level of independent thinking among cadets of the experimental group. Their ability to analyze educational and professional situations increased, while their skills of argumentation, logical justification of decisions, and ability to work with information and identify the key aspects of a problem improved significantly. At the same time, such changes were less pronounced in the control group. [4]

A significant increase in cadets' learning motivation and activity during the educational process was also observed. The use of interactive methods contributed to greater involvement of learners in the educational process, increased their interest in the discipline, and promoted the formation of stable cognitive activity. Cadets became more initiative-oriented and actively participated in discussions, group work, and practical assignments.

The results of pedagogical observation and experimental work demonstrated that such methods as problem-based learning, the case-study method, group work, and brainstorming contribute to deeper assimilation of educational material and the development of critical thinking. During the experiment, an improvement in academic performance indicators was recorded in the experimental group compared to the control group. [10]

A brief analysis of the obtained data indicates that interactive teaching methods are an effective pedagogical tool contributing to the development of independent thinking, increased motivation and activity of cadets, and overall improvement in the quality of the educational process. [5]

Discussion

The results obtained during the study generally confirm the provisions of modern pedagogical theories, according to which active and interactive teaching methods play a key role in the development of learners' cognitive independence. The theoretical foundations of activity-based and competence-based approaches also indicate the necessity of involving cadets in active learning activities, which fully corresponds to the empirical data obtained. [6]

A comparison of traditional and interactive teaching methods reveals significant differences in their pedagogical effectiveness. Traditional methods based on the explanatory-illustrative approach ensure systematic transmission of knowledge; however, they contribute less to the development of critical thinking and cadets' independence. In contrast, interactive methods are oriented toward active learner participation, modelling of real professional situations, and the development of skills for independent analysis and decision-making.

During the study, both the advantages and certain limitations of interactive methods in the military educational process were identified. The main advantages include increased learning motivation, development of critical and analytical thinking, improvement of communication skills, and the formation of cadets' ability to independently solve professional tasks. At the same time, it was noted that the implementation of interactive technologies requires considerable time for lesson

preparation, a high level of pedagogical qualification on the part of instructors, and the availability of appropriate educational and methodological resources. [7]

Promising directions for further improvement include expanding the use of digital educational technologies, integrating interactive methods with information and communication teaching tools, and developing specialized methodological комплексы for military education. Special attention should be paid to adapting interactive technologies to the specifics of military training and the professional activities of future officers. [8]

Conclusion

The conducted study made it possible to draw several important scientific conclusions. First, it was established that the development of cadets' independent thinking is one of the key factors in improving the quality of military education. Second, interactive teaching methods represent an effective pedagogical tool that contributes to the formation of cadets' analytical, critical, and practical skills.

The results of the study confirm the high effectiveness of interactive teaching methods in comparison with traditional approaches. Their systematic application contributes to increased learning motivation, cadets' activity, and the development of their professional competence.

As practical recommendations, it is proposed to more widely implement interactive teaching methods in the educational process of military educational institutions, use problem-based and case-study technologies during classes, and improve the methodological training of teachers. This will significantly enhance the quality of future officers' training and ensure the formation of their readiness for independent decision-making in professional activities.

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