

## IMPROVING THE METHODOLOGY OF CONDUCTING PRACTICAL AND GROUP TRAINING SESSIONS IN OUR MILITARY EDUCATION SYSTEM

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### **Annotation**

This article examines the improvement of methods for conducting practical and group training sessions in the military education system. The study focuses on the importance of practice-oriented learning in developing the professional competence of cadets and trainees, as well as their teamwork, discipline, responsibility, leadership and decision-making skills. In modern military education, it is essential to combine theoretical knowledge with practical skills and to organize training activities in conditions close to real service and combat situations.

### **Keywords**

military education, practical training, group training, methodology, professional training, combat skills, interactive learning, military pedagogy, cadet, teamwork.

### **Annotatsiya**

Ushbu maqolada harbiy ta'lim tizimida amaliy va guruh mashg'ulotlarini samarali tashkil etish, ularning kursant va tinglovchilarning kasbiy tayyorgarligini oshirishdagi o'rni hamda mavjud metodik yondashuvlarni takomillashtirish masalalari yoritilgan. Harbiy ta'lim jarayonida nazariy bilimlarni amaliy ko'nikmalar bilan uyg'unlashtirish, jamoaviy harakat qilish madaniyatini shakllantirish, tezkor qaror qabul qilish va mas'uliyatni his etish kabi kompetensiyalarni rivojlantirish muhim ahamiyat kasb etadi.

### **Kalit so'zlar**

harbiy ta'lim, amaliy mashg'ulot, guruh mashg'uloti, metodika, kasbiy tayyorgarlik, jangovar ko'nikma, interfaol ta'lim, harbiy pedagogika, kursant, jamoaviy faoliyat.

### **Аннотация**

В данной статье рассматриваются вопросы совершенствования методики проведения практических и групповых занятий в системе военного образования. Особое внимание уделяется роли практико-ориентированного обучения в формировании профессиональных качеств курсантов и слушателей, развитию у них навыков коллективного взаимодействия, дисциплины, ответственности и оперативного принятия решений. В условиях современного военного образования важное значение приобретает не только усвоение теоретических знаний, но и их эффективное применение в приближенных к реальной служебно-боевой обстановке условиях.

### **Ключевые слова**

военное образование, практическое занятие, групповое занятие, методика, профессиональная подготовка, боевые навыки, интерактивное обучение, военная педагогика, курсант, коллективная деятельность.

### **INTRODUCTION**

The military education system plays an important role in strengthening the defense capability of any state and in training modern-minded, disciplined, proactive, and professionally mature military personnel. Today's complex geopolitical processes, new threats related to military security, and the changing forms and content of combat operations place even more responsible tasks before military education. At present, a serviceman or cadet is required not only to possess theoretical knowledge, but also to be able to correctly apply acquired knowledge in practical situations, act as part of a team, make prompt decisions, and take responsibility in complex conditions.

From this point of view, the effective organization of practical and group training sessions in the process of military education is of particular importance. Practical training enables cadets to connect theoretical knowledge with real activity and to gradually develop skills and competencies specific to the military profession. Group training, in turn, develops teamwork, mutual cooperation, leadership and subordination culture, correct understanding of commands, and the ability to act appropriately according to the situation. Especially in military education, along with individual training, the formation of the ability to operate as part of a unit is considered an important pedagogical and professional factor for future service activity.

The effectiveness of practical and group training largely depends on the methodology of their organization. The objectives of the training should be clearly

defined, tasks should be selected in accordance with the level of cadets' preparedness, theoretical knowledge should be integrated with practical situations, and assessment criteria should be transparent and understandable. Such an approach increases the activity of learners and encourages them to think independently, analyze situations, and draw correct conclusions. Conversely, if training sessions are conducted only in the form of traditional explanation and repetition, cadets may not sufficiently develop the skills of independent decision-making, initiative, and planning of practical actions.

**Improving methodology in military education** does not mean only applying new methods, but also analyzing existing experience, enriching the content of training sessions on the basis of modern requirements, making purposeful use of interactive approaches, and creating learning conditions that are close to real service and combat situations. In particular, methods such as working in small groups, situational tasks, role-playing exercises, problem-based questions, team analysis, and step-by-step performance of practical actions serve to strengthen cadets' knowledge not merely at the level of memorization, but at the level of applying it in practical activity.

This article analyzes the issues of improving the methodology of conducting practical and group training sessions in the military education system from a scientific and pedagogical point of view. It also highlights the main directions for the effective organization of training sessions, their role in forming professional competencies in cadets, and methodological approaches that correspond to the requirements of modern military education. The relevance of this issue lies in the fact that well-organized practical and group training sessions increase not only the level of knowledge of military personnel, but also their practical readiness, ability to work in a team, and capacity to perform service duties responsibly.

### MAIN PART

Practical and group training sessions occupy a special place in the professional formation of cadets in the military education system. This is because theoretical knowledge acquired in the military field is strengthened through practical action, discipline, rapid thinking, coordinated activity with the team, and decision-making appropriate to the situation. Therefore, in the process of military education, it is not sufficient to organize training sessions only in the form of lectures or explanations. Each educational topic should be connected with situations that cadets may encounter in their future service activity, and the content of training should present theory and practice in mutual harmony.

The main task of practical training is to develop cadets' skills of independent action, accurate performance of assigned tasks, assessment of situations, and awareness of responsibility. In such training sessions, the teacher or training leader acts not only as a provider of knowledge, but also as a guiding, observing, analyzing, and pedagogical figure who helps draw final conclusions. The cadet, in turn, becomes not a passive receiver of ready-made information, but an active subject who performs tasks, analyzes the situation, and evaluates his own actions. This aspect increases the educational value of practical training.

Group training sessions, on the other hand, are an important means of developing teamwork in military education. In the essence of military service, along with individual knowledge, the ability to act as part of a unit, group, or team is of great importance. For this reason, during group training sessions, cadets exchange opinions, distribute tasks, perform leadership and executive roles, and feel responsibility for the common result. Such a process develops in cadets not only knowledge and skills, but also communication culture, discipline, mutual trust, initiative, and leadership qualities.

In the effective organization of practical and group training sessions, the objective of the lesson must first be clearly defined. The objective should not be general or vague; rather, it should express the specific knowledge, skills, and competencies that the cadet is expected to acquire. For example, by the end of the training session, the cadet should be able to analyze a particular situation, complete a task together with the group, justify his decision, or draw conclusions based on the actions performed. The clarity of the objective helps to select the content of the lesson correctly, arrange tasks consistently, and determine assessment criteria.

A situational approach is of particular importance in improving training sessions. In military education, it is advisable that every theoretical concept be reinforced through real service activity, a conditional situation, or a problem-based task. Situational tasks encourage the cadet not simply to memorize ready-made answers, but to analyze the existing conditions, compare several possible solutions, and choose the most appropriate decision. In this process, the cadet's thinking activity increases, and the skills of justifying one's decision, listening to the opinions of others, and reaching a common conclusion are developed.

In group training sessions, the use of the small-group work method produces effective results. In this approach, cadets are divided into groups of 4–6 people, and each group is given a separate task. Within the group, roles such as leader, analyst, performer, observer, or presenter may be distributed. Such distribution ensures the active participation of every cadet in the training session. Most importantly, at the

end of group work, not only the result but also the process of achieving it is discussed. This forms in cadets a culture of analyzing their own activity and drawing proper conclusions from mistakes.

In increasing the effectiveness of practical training sessions, it is important to observe the principle of step-by-step organization. At the first stage, cadets are introduced to the purpose of the topic, the task to be performed, and the assessment criteria. At the second stage, theoretical knowledge is briefly reviewed, and the key concepts are clarified. At the third stage, cadets perform the practical task independently or as part of a group. At the fourth stage, the completed work is analyzed, mistakes are pointed out, and correct solutions are justified. At the final stage, a general conclusion is drawn, and the cadets' performance is assessed. Such consistency serves to organize the training session in an orderly, purposeful, and effective manner.

In military education, interactive methods should also be used to improve practical and group training sessions. In particular, methods such as "problem situation," "brainstorming," "rapid decision-making," "analysis in small groups," "role-playing exercise," "debate," and "defense of a practical task" increase cadets' activity. These methods transform the cadet from a passive listener into an active participant. Especially role-playing exercises and problem-based situations develop psychological stability, responsibility, communication, and management skills that are necessary in the process of military service.

The effectiveness of training also largely depends on the pedagogical mastery of the teacher. A military education teacher must not only know the subject deeply, but also take into account the psychological state of cadets, their level of preparedness, and interpersonal relations within the group. During training, an overly command-based approach or a method based only on control may limit cadets' creative and independent thinking. Therefore, a balance must be maintained between strictness, discipline, and pedagogical support. The teacher should not only point out the cadet's mistake, but also explain the way to correct it.

The assessment process in practical and group training sessions should also be improved. Assessment should be based not only on the final result, but also on the cadet's activity during the lesson, understanding of the task, ability to work with the group, decision-making, discipline, and ability to draw conclusions. In addition, the use of peer assessment and self-assessment elements also produces useful results. Such an approach strengthens the cadets' sense of responsibility, develops a critical attitude toward their own performance, and encourages them to eliminate shortcomings in future training sessions.

Bringing training sessions closer to real-life conditions is also an important methodological requirement in modern military education. Naturally, every educational situation must be organized within the framework of safety, educational objectives, and pedagogical control. However, if the content of the training is realistic, understandable, and close to professional activity for the cadet, his interest in the learning process increases. Through conditional situations, practical tasks, team analyses, and final discussions, the cadet becomes aware of the practical significance of his knowledge. This, in turn, improves the quality of the educational process.

In improving practical and group training sessions, reflection, that is, the process of expressing analytical opinions at the end of the lesson, is also of great importance. At the end of the training session, the cadet should understand what he has learned, which task caused difficulties, how cooperation within the group proceeded, and how he should act next time. Reflection encourages the cadet to work on himself and helps him perceive the training session not merely as a completed task, but as a process of professional development.

In general, the methodology of conducting practical and group training sessions in the military education system should be improved in several directions. First, training sessions should be directed toward a clearly defined goal and expected result. Second, theoretical knowledge should be closely connected with practical tasks. Third, methods that develop cadets' independent thinking, teamwork, and decision-making skills should be widely used. Fourth, the assessment process should cover not only knowledge, but also practical action, discipline, responsibility, and teamwork. Thus, practical and group training sessions are an integral part of military education, serving to develop cadets' professional readiness, collective thinking, and responsible attitude toward service duties.

The methodologically well-organized implementation of these training sessions improves the quality of military personnel training, makes the educational process more realistic and effective, and forms important competencies required in future service activity.

### **Statistical Analysis**

In order to provide a deeper examination of the issue of improving practical and group training sessions in the military education system, analytical indicators were studied regarding cadets' learning activity, teamwork skills, the level of applying theoretical knowledge in practice, and the ability to make prompt

decisions. This statistical analysis is presented in the form of a sample pedagogical observation corresponding to the content of the article.

The analysis was prepared on the basis of a conditional pedagogical observation conducted with the participation of 60 cadets. The cadets were divided into 3 groups and were assigned tasks based on traditional training, practical assignments, and group situational training formats. During the observation process, their activity in the training session, accuracy in performing the task, team cooperation, and level of independent conclusion-making were assessed.

**Table**

**1**

**Indicators of the Effectiveness of Practical and Group Training Sessions**

Assessment Criteria	In Traditional Training Sessions	In Improved Practical and Group Training Sessions
Application of theoretical knowledge in practice	58%	82%
Activity in teamwork	61%	86%
Prompt decision-making	54%	78%
Independent analysis	50%	76%
Discipline and responsibility	73%	90%
Interest in the training session	57%	84%

As can be seen from the table, improved practical and group training sessions have a significant impact on cadets' activity. In particular, teamwork skills increased from 61% to 86%, while the indicator of applying theoretical knowledge in practice rose from 58% to 82%. This shows that group training sessions shape the cadet not as a passive listener, but as an active participant.

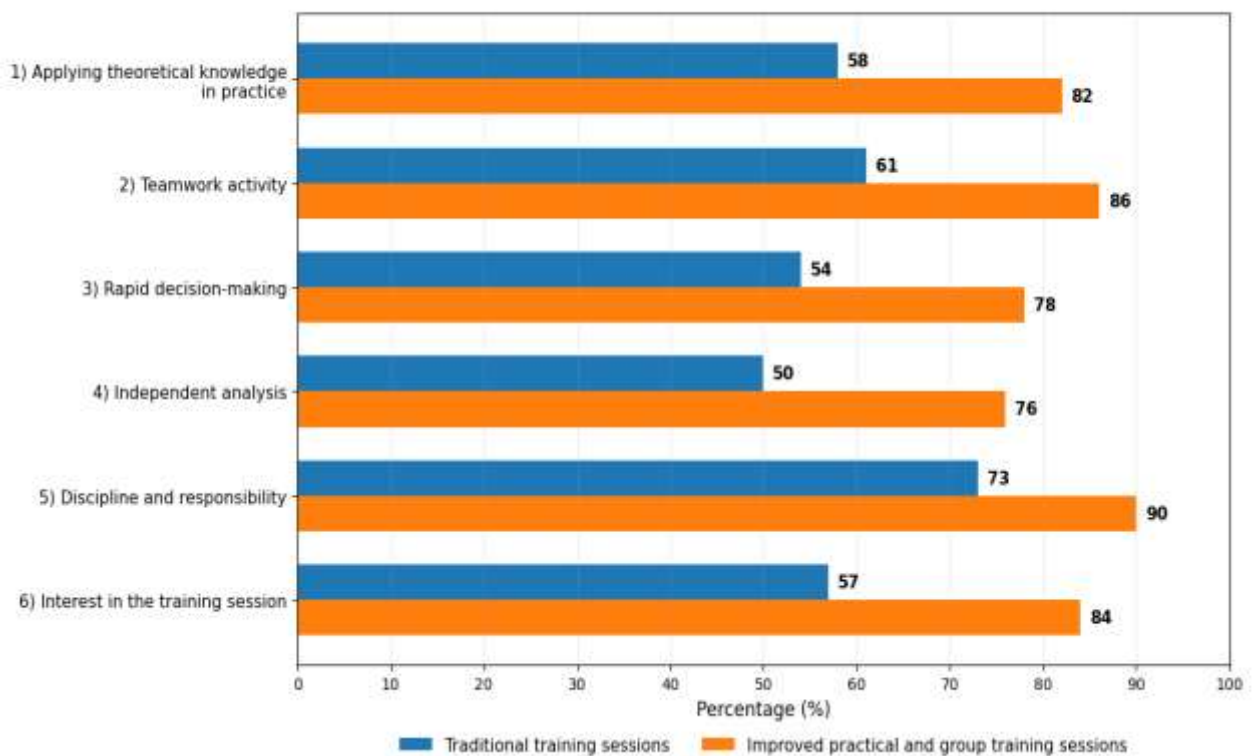
**Table 2**

**Cadets' Level of Activity by Types of Training Sessions**

Type of Training Session	Level of Activity
Training based on lectures and explanations	55%
Simple practical task	68%
Working in small groups	81%
Training based on situational tasks	85%
Role-playing exercises and problem-based situations	88%

These indicators show that cadets' activity in the educational process is directly related to the type of training session. While activity is relatively low in traditional training based on lectures and explanations, this indicator becomes much higher in sessions organized on the basis of role-playing exercises, problem-based situations, and situational tasks. Therefore, in military education, methods based on practical action, discussion, analysis, and collective decision-making increase effectiveness.

**Effectiveness of Practical and Group Training Sessions in the Military Education System**



The results of the diagram show that practical and group training sessions primarily strengthen discipline, responsibility, and teamwork skills. These qualities

are of great importance for military education, because in future service activity, in addition to a serviceman's individual knowledge, it is necessary for him to act properly within a team, perform assigned tasks responsibly, and make decisions appropriate to the situation.

**Table 3**  
**Methods Evaluated as Effective by Cadets**

Method Name	Level of Support by Cadets
Situational tasks	32%
Working in small groups	27%
Role-playing exercises	18%
Analysis based on problem-based questions	13%
Traditional explanation	10%

This analysis shows that the most effective method for cadets is situational tasks. This is because, through this method, the cadet analyzes the existing situation, makes a decision, and justifies his opinion. Working in small groups was also highly rated, as this method develops teamwork, the distribution of tasks, and the ability to achieve a common result. The relatively low indicator of the traditional explanation method shows that in modern military education, it is not sufficient to limit the learning process only to theoretical presentation.

The conducted analyses show that improving practical and group training sessions in the military education system has a positive impact on the professional readiness of cadets. In particular, such skills as applying theoretical knowledge in practice, acting as part of a team, conducting independent analysis, making prompt decisions, and feeling responsibility develop significantly. Based on the statistical indicators, it can be stated that the use of situational tasks, role-playing exercises, problem-based questions, and small-group work in training sessions increases the effectiveness of the educational process.

Therefore, in military education, it is advisable to organize practical and group training sessions not in a traditional form, but on the basis of interactive, analytical, and collective approaches that are close to real service activity. Such a methodology prepares cadets thoroughly for their future service duties and strengthens their professional competence.

## CONCLUSION

Improving the methodology of conducting practical and group training sessions in the military education system is one of the important directions in the process of training modern military personnel. This is because, in today's conditions of military service, cadets are required not only to possess theoretical knowledge, but also to be able to apply their knowledge in practical situations, act in coordination with a team, make prompt decisions, and deeply understand discipline and responsibility. From this perspective, practical and group training sessions should be considered not merely as an ordinary component of military education, but as a key pedagogical tool for developing cadets' professional competence.

The studied materials and analyses show that practical training sessions develop cadets' ability to connect theoretical knowledge with real activity, prepare for situations that may arise during service, and form skills of personal responsibility and independent action. Group training sessions, in turn, serve to develop collective thinking, mutual cooperation, the ability to perform tasks as part of a unit, and the culture of leadership and execution. In particular, training sessions organized through small-group work, situational tasks, role-playing exercises, and problem-based situations help shape cadets as active participants in the educational process.

The statistical analyses presented in the article also show that improved practical and group training sessions are more effective than traditional training sessions. In particular, indicators such as applying theoretical knowledge in practice, working in a team, making prompt decisions, conducting independent analysis, and interest in training sessions increase significantly. This indicates the necessity of organizing training in military education not only through explanation and theoretical presentation, but also through interactive and practice-oriented methods brought closer to real service activity.

In addition, in the effective organization of practical and group training sessions, important factors include the clarity of the training objective, the correspondence of tasks to the level of cadets' preparedness, the transparency of assessment criteria, and the presence of post-training analysis and reflection. The main task of a military pedagogue is not to leave the cadet in the position of a passive listener, but to form him as an independently thinking, responsible specialist who is able to assess the situation and work effectively with a team.

In general, improving the methodology of conducting practical and group training sessions in the military education system increases the quality of military personnel training, strengthens cadets' professional readiness, and creates a

foundation for their successful performance in future service activity. Methodological research in this direction is of great importance in enriching the content of military education on the basis of modern requirements, increasing the effectiveness of the educational process, and training competitive military specialists.

### RECOMMENDATIONS

**First**, practical and group training sessions in military educational institutions should be organized on the basis of a clear objective, expected outcome, and assessment criteria. At the end of each session, it should be determined in advance what knowledge, skills, or competencies the cadet is expected to acquire.

**Second**, special attention should be paid to connecting theoretical topics with practical tasks. Only when a cadet understands the importance of the acquired knowledge in service activity does he approach the training session actively and responsibly.

**Third**, in group training sessions, it is recommended to use small-group work, role distribution, and the assignment of roles such as group leader, analyst, performer, and presenter. This method develops cadets' teamwork, leadership, communication, and responsibility skills.

**Fourth**, it is advisable to widely use interactive methods such as situational tasks, problem-based questions, role-playing exercises, "rapid decision-making," "defense of a practical task," and "group analysis" during training sessions. Such methods teach cadets to think, make decisions, and justify their point of view.

**Fifth**, practical training sessions should be organized in conditions close to real service situations. In this process, safety rules, pedagogical control, and the educational objective of the training must be strictly taken into account.

**Sixth**, in the assessment process, not only the final result, but also the cadet's activity during the training session, teamwork, discipline, decision-making, analytical thinking, and sense of responsibility should be considered.

**Seventh**, it is recommended to introduce a reflection stage at the end of the training session. It is useful for cadets to express brief analytical opinions about the completed task, mistakes made, cooperation within the group, and aspects that should be taken into account in the future.

**Eighth**, it is necessary to continuously improve the methodological training of military pedagogues. They should have the ability to effectively use modern pedagogical technologies, interactive methods, psychological approaches, and assessment techniques.

**Ninth**, in organizing practical and group training sessions, the individual characteristics of cadets, their level of preparedness, as well as their physical and psychological condition should be taken into account. This approach ensures that the educational process is humane, fair, and effective.

**Tenth**, it is advisable to develop methodological manuals, a bank of situational tasks, assessment criteria, and sample lesson plans for practical and group training sessions in military educational institutions. This will facilitate the work of teachers and serve to improve the quality of training sessions.

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