A methodological model for improving the physical and vocational-applied training of students in the academic lyceums of the ministry of internal affairs

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Abstract
This article explores the issues of improving the physical and vocational-applied training of students in the academic lyceums of the Ministry of Internal Affairs. The content, primary components, and implementation mechanisms of a methodological model, based on the integration of physical and vocational-applied training, are highlighted. The research findings indicate that this approach enhances the effectiveness of developing students' physical qualities, practical skills, and vocational-applied competencies.
Keywords: physical training, vocational-applied training, methodological model, professional competence, academic lyceum, integration, practical skills.

Introduction

Today, terms such as “innovative education,” “educational technologies,” and “pedagogical technology” are widely used in pedagogical science and practice. Lexically, the concept of “innovation” (from the English “innovation”) means "to introduce something new." In the field of education, this term is used to solve an existing problem through a new approach, representing the concept of forms, methods, and technologies that can guarantee a significantly more effective result than before.

The word “technology” is derived from the Greek word “techne,” meaning “art” or "skill." It is well-known that technology is a regulated system of methods for obtaining, processing, and refining products in industry, construction, transportation, agriculture, and other sectors. In the field of education, this term was first used 400 years ago by the Czech pedagogue Jan Amos Comenius.

According to the theory of pedagogical scholars L.V. Golish and D.M. Fayzullaeva, the concept of “educational technology” signifies an orderly collection of the most convenient methods and tools for communication, information, and management, which indirectly ensures the guaranteed achievement of defined educational goals and intended outcomes within existing conditions and a set timeframe. Over time, the concept of “pedagogical technology” emerged from “educational technology,” and as the scope of their application expanded, their meanings changed accordingly. The concept of “pedagogical technology” was first applied in the mid-20th century in the USA, specifically in reference to educating an individual solely through technical means [3, p. 13; 4, p. 6].

To date, a number of prominent scholars have put forward various ideas and considerations to establish a modern, scientifically-grounded, and unified definition of the concept of “pedagogical technology.” For example, according to pedagogical scholars *H.T. Omonov, N.H. Xo’jayev, S.A. Madyarova, and E.U. Eshchanov*, “Pedagogical technology” – is a set of systematic methods that allows for the use of human potential and technical resources in the process of teaching and knowledge acquisition to optimize educational forms and to determine their interaction [5, p. 26].

Pedagogical technologies are directed at achieving a pre-planned result and are focused on methodologically solving the problem of designing the professional training process. According to research, a person’s attention span during lectures is 20 minutes at most, while in theoretical sessions, this figure reaches 45 minutes. After approximately 60 minutes, attention drops to its lowest level. For this reason, when teaching subjects, educators must not only limit themselves to informational and instructional roles but also focus on students' creative thinking, teamwork, and independent decision-making skills.

At this stage of our research, the theoretical foundations of innovative educational technologies, the approaches put forth in scientific literature, and the results of pedagogical observations and social surveys were comprehensively considered. In parallel, the experience of developed countries in the initial vocational training of students for police service was comparatively analyzed and harmonized with the requirements of the national education system. As a result, an

improved curriculum for the subject “Initial Pre-Conscription Training” was developed based on modular technology, which is considered one of the effective forms of person-centered learning.

The idea of modular learning was first proposed in the research of B.F. Skinner and was theoretically substantiated and further developed in the studies of foreign scholars *J. Russell, L.B. Goldschmid, M. Goldschmid*, and *G. Owens*. This educational system was first officially mentioned at the UNESCO World Conference in Tokyo in 1972 [6].

“Modular learning technology” is a specific form of organizing the educational process in which learning material is mastered through defined stages and steps, based on logically complete units called modules. This methodology enables the effective mastery of a subject by ensuring continuity between its sections, regularly monitoring students' knowledge, guiding them to the next stage of activity through assessment, and delivering learning materials progressively from simple to complex [7, p. 11].

Any given topic, section, part of a subject, or even an entire lesson can be modularized (divided into “blocks”) as needed. Each module represents a specific sub-goal, and achieving this goal involves using the paths, methods, and tools deemed most appropriate for the given conditions. It is advisable for learners to conclude each module with tests and assessment tasks.

When developing a modular program, it is essential to focus on the following key aspects:

clearly articulating the didactic objective set forth in the program;

determining the logical sequence for studying the learning material;

dividing the learning material into small, content-complete parts (modules) in a logical sequence, taking into account the principles of modular learning;

defining the activity methods organized for learners to master each module of the learning materials;

defining the educational elements to be included in the module program and their sequence, depending on the methods of the learning activity;

establishing current, intermediate, and final assessments to determine and monitor student knowledge;

identifying ways to address and correct deficiencies and errors in students' knowledge;

selecting primary and supplementary literature for students.

Improving the methodology of physical and professional-applied training for students of the Ministry of Internal Affairs academic lyceums is primarily accomplished by correctly selecting the goals and objectives outlined in the educational programs and developing them in a simple and clear manner that is accessible to students. It is well known that the effectiveness of pedagogical activity is primarily evaluated by whether the stated goal has been achieved.

A goal, meaning a preconceived result of human practical activity or a blueprint for the future, is considered one of the important elements in the educational process that allows for foreseeing the results that the teacher and learners will achieve. In this regard, pedagogical scholars *M. Tojiyev, M. Urolova, N. Ashurov, and G. Baxodirova* have noted in their scientific works that the clear and correct definition of the lesson’s goal is one of the crucial conditions for the effective resolution of the pedagogical process [8; 9, p. 143].

Pre-conscription initial training is one of the primary initiatives organized to prepare citizens of our country for military service and is a mandatory subject in the curricula of general secondary, secondary specialized, and initial vocational education institutions.

study the basic requirements of the Constitution of the Republic of Uzbekistan, the Law “On Universal Military Obligation and Military Service,” and legislative acts related to ensuring the country’s defense and national security, as well as civil protection;

understand the main tasks of the Armed Forces, the requirements of general military regulations, and the significance of military service and the oath to the Motherland;

practically master the skills of acting in emergency situations, providing first aid, and protecting against weapons of mass destruction;

gain an understanding of the tactical and technical characteristics of weapons and military equipment in the Armed Forces, the daily life and service activities of military personnel, existing higher military educational institutions, and the specialties for which they train;

be mentally, physically, and intellectually prepared for conscription into military service;

A deep understanding of the essence and content of military-patriotic educational activities conducted in educational institutions and the assimilation of the information provided are defined as the objectives of the "Pre-conscription Basic Training" subject [4, 22].

Furthermore, these normative legal documents stipulate that the curriculum for the "Pre-conscription Basic Training" subject must be developed by ministries and agencies with educational institutions in their system, in cooperation with the Ministries of Defense, Emergency Situations, and Health of the Republic of Uzbekistan, ensuring continuity across educational levels.

Based on the requirements of the normative legal documents analyzed above, the shortcomings identified in the current curriculum for the "Pre-conscription Basic Training" subject at the academic lyceums of the Ministry of Internal Affairs, and the results of the research, the aims and objectives of this subject were redefined. On this basis, an improved methodological model was developed, aimed at physically and professionally-practically preparing students for their future professional activities.

Conclusion

In accordance with this model, the primary objective of the subject is to instill in students a sense of constitutional duty and responsibility for the defense of the Motherland, and to develop the foundational professional knowledge, practical skills, and professional competencies necessary for an internal affairs officer to ensure the security of the individual, society, and the state. This objective is achieved by implementing the following tasks, which are aimed at the systematic development of students' physical and professional-practical readiness:

Studying the Constitution of the Republic of Uzbekistan, the Defense Doctrine, the Law "On Defense," the Law "On Universal Military Obligation and Military Service," the requirements of the General Military Regulations of the Armed Forces, and the legislative acts governing the use of physical force, special equipment, and firearms by internal affairs officers;

To understand the missions of the country's Armed Forces and the tactical and technical specifications of their primary armaments and military equipment;

To acquire the skills to act in emergency situations;

To cultivate in students a sense of loyalty to the country, responsibility for defending the Motherland, and military patriotism;

To ensure students attain the necessary level of physical and professional-practical readiness for admission to higher military and militarized educational institutions *(The improved methodological model for teaching the subject based on modular technology is provided in the appendix).*

The implementation of the improved methodological model for teaching "Initial Pre-Conscription Training" in the academic lyceums of the Ministry of Internal Affairs, developed within the scope of this research and based on modular technology, will yield the following positive results:

Firstly, the subject's content will be systematized according to the requirements of physical and professional-practical training, ensuring that classes are organized in a targeted and consistent manner.

Secondly, it will expand opportunities for the targeted development of students' general and special physical qualities, including strength, speed, power (speed-strength), and special endurance.

Thirdly, by integrating theoretical knowledge with practical exercises, students will form and enhance the professional-practical skills necessary for their future service in internal affairs bodies.

Fourthly, it will create the opportunity to assess physical and professional-practical training outcomes based on specific criteria and tests, and to regularly monitor the dynamics of each student's individual development.

Fifthly, by harmonizing physical exercises with professional-practical actions, students' preparedness to act quickly, precisely, and effectively in complex and emergency situations will increase.

Sixthly, the level of students' physical and professional-practical training will be raised, providing the necessary conditions for them to continue their studies in higher military and militarized educational institutions and preparing them effectively for future service in internal affairs bodies.

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