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PEDAGOGICAL TECHNOLOGIES IN THE MILITARY EDUCATION SYSTEM: MODERN APPROACHES AND INNOVATIVE DEVELOPMENT TRENDS

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Abstract

This article analyzes modern pedagogical technologies used in the military education system. The author highlights the role of innovative approaches such as interactive methods, artificial intelligence, virtual reality, simulation technologies, "Feedback" and "Reflection" mechanisms in enhancing the professional training and combat effectiveness of cadets. The article also examines the development prospects and problematic aspects of military pedagogy in the context of digital transformation.

Keywords: Military education, pedagogical technologies, innovative methods, artificial intelligence, virtual reality, simulation, interactive education, feedback, reflection, digital transformation.

Introduction

The 21st century has become a period of fundamental change for the military education system. The increasing complexity of the global security environment, the rapid evolution of multifaceted military threats, and qualitative changes in the nature of combat operations — all of these impose new demands on the system of training modern military specialists. In the environment of "Information Age"

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conflicts, the need has arisen to transition from traditional training methods to innovative pedagogical technologies to achieve success.

Recent reforms implemented by the Ministry of Defense of the Republic of Uzbekistan and other military educational institutions represent important steps in this direction. Based on the President's decision "On measures to bring the system of pre-conscription initial training of students to a new level," special attention is being paid to radically improving the quality and effectiveness of education in this field, as well as enhancing the professional potential of teachers. Military pedagogy is regarded as an important factor that shapes the knowledge, skills, and competencies of military personnel, educates them based on high moral and ethical values, and increases the level of military discipline and combat readiness. From this perspective, the introduction of modern pedagogical technologies into the military education system is of urgent scientific and practical importance.

Pedagogical technology is a systematic approach in which all components of the educational process (goals, content, methods, tools, and results) are developed and implemented in interdependence. In the context of military education, pedagogical technologies are understood as a set of methodological tools aimed at improving the quality of cadets' professional training to a guaranteed level.

Research conducted at military institutes of the Russian National Guard shows that the introduction of modern pedagogical technologies into military professional training is carried out in the following directions:

1. Systematic description of the pedagogical conditions for technologizing the educational process;
2. Justification of didactic principles for constructing a system of pedagogical technologies;
3. Development of psychological-didactic criteria and qualimetric methods for assessing their effectiveness;

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4. Formulation of scientifically based recommendations for the harmonious combination of traditional and innovative pedagogical technologies.

According to analyses conducted by military pedagogy researchers (e.g., G.Ya. Asakayev, S.A. Yermakov, D.V. Stavitsky, and others), the effectiveness of pedagogical technologies in military education is determined by the following characteristics: goal-orientation, systematicity, diagnostic goal-setting, reproducibility of results, and guaranteed outcomes.

Military education differs from civilian education in the following aspects:

Table 1. Differences between Civilian and Military Education.

Characteristics	Civilian Education	Military Education
Main Goal	Comprehensive personal development	Combat training and preparation for defense of the homeland
Operating Conditions	Normal, relatively stable	Extreme, VUCA characteristics (Volatility, Uncertainty, Complexity, Ambiguity)
Decision-Making Time	Long-term, deliberative	Rapid, limited to seconds
Cost of Error	Relatively low	High (human life and national security)
Team Relations	Oriented toward personal development	Based on strict hierarchy and command obedience

These specific features necessitate the construction of pedagogical technologies in military education based on the following requirements:

- **Training under stress factors** — preparing cadets in environments as close as possible to real combat conditions;
- **Development of rapid decision-making competencies** — cultivating the ability to make optimal decisions in limited time;
- **Formation of coordinated teamwork skills** — from small units to the level of military branches;

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• **Cultivation of high responsibility and discipline** — unquestioning execution of orders and accountability for completed tasks.

The effective use of interactive methods and information-communication technologies (ICT) in the modern military educational process is an important factor in increasing cadets' learning motivation and ensuring high-quality assimilation of material.

Interactive methods are teaching methods based on active communication between the teacher and cadets, exchange of opinions among cadets, group discussions, and joint resolution of problematic situations. Examples of interactive methods used in military education include:

Case study (analysis of specific situations) — solving tactical and strategic problems based on real situations;

Role-playing games — performing tasks in the interpretation of various military roles (commander, staff officer, intelligence officer, etc.);

Debates and discussions — critical analysis of new military doctrines and strategies.

ICT tools provide the following opportunities in the educational process:

- Distance learning through electronic courses and multimedia materials;
- Interactive work with 3D models of combat equipment and weapons;
- Online testing and remote knowledge assessment;
- Use of electronic libraries and databases.

As noted at educational-methodological gatherings conducted by the Ministry of Defense of Uzbekistan, the combined use of ICT and interactive methods significantly increases the effectiveness of developing cadets' military-patriotic spirit and forming their knowledge and skills through modern methods.

One of the most promising directions in modern military pedagogy is the use of simulation and virtual reality (VR) technologies for educational purposes. These

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technologies allow cadets to develop the necessary skills and competencies in an environment as close as possible to real combat conditions, but in a safe manner. According to research published in the Scandinavian Journal of Military Studies, the combined use of artificial intelligence (AI) and VR technologies is yielding significant results in teaching and learning hybrid warfare. Within the framework of ongoing projects in Norway, Finland, and Ukraine, VR/AI solutions are being tested in the following areas:

1. Protection of civilian populations — preventing damage to civilian objects and populations from combat operations;
2. Training of tank crews — teaching the operation of complex technical equipment and collective actions;
3. Hybrid warfare — teaching strategies for the combined use of conventional and unconventional threats.

Researchers note that VR technologies create new opportunities for cadets to understand abstract concepts (e.g., "hybrid threats," "ambiguous warfare," "grey zone conflicts") and prepare for them. In the VR environment, cadets participate not as passive observers but as active agents. This serves to enhance their agency and responsibility for their own learning.

Cadets who work with simulation and VR technologies adapt more quickly to real combat conditions and develop decision-making skills more effectively.

Artificial intelligence is being increasingly introduced into the military education system. The main functions of AI in the educational process include:

- **Creation of personalized learning trajectories** — forming individual study plans based on each cadet's level of knowledge, pace of learning, and interests;
- **Real-time feedback** — providing rapid responses to cadets' actions, tests, and practical assignments;
- **Autonomous mentor (guide on the side)** — acting as a virtual assistant, answering cadets' questions and guiding them toward independent learning;

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- **Cognitive load management** — optimizing the presentation of information to maximize the use of cadets' attention and memory capabilities.

In the aforementioned Norwegian study, AI was tested as a tool that adapts to each cadet's needs, self-develops, and serves as a "guide" in uncertain situations. Cadets were able to enhance their knowledge of "hybrid warfare" through interactive engagement with AI, as well as learn how to make decisions in uncertain and complex situations.

"Feedback" and "Reflection" mechanisms are of particular importance in military education. These two technologies serve as important tools for developing future commanders' "soft skills," particularly communication and leadership qualities.

Feedback is an interaction between a sender and receiver of information, as a result of which the sender receives information about the effectiveness of message transmission. In military activities, feedback can manifest in the following forms:

Table 2. Feedback in Military Activities

Type of Feedback	Description	Application in Military Education
Oral feedback	Provided in personal conversation or group discussion	Assessment of unit activity by commander after training sessions
Written feedback	Provided in documented, analytical form	Review of combat documents, preparation of service descriptions
Anonymous feedback	Provided without revealing the source	Internal assessment, study of psychological climate
Technical feedback	Automatically provided through AI and software tools	Analysis of exercise results on simulators

Reflection is the process of becoming aware of one's own thoughts, feelings, actions, and experiences, analyzing and interpreting them. Developing reflection in military personnel provides them with the following opportunities:

- Recognizing their own strengths and weaknesses;

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- Being rational and free from errors in decision-making;
- Continuous self-improvement during service activities;
- Forming management and leadership qualities.

Research shows that a comprehensive educational system incorporating Feedback and Reflection increases cadets' responsible attitude toward the results of their activities and improves the quality of collective interactions.

Assessment of Pedagogical Technology Effectiveness and Development Prospects. Assessing the effectiveness of pedagogical technologies in modern military education is a complex and multifactorial task. Researchers have proposed the following system of assessment criteria:

1. **Quantitative Indicators:**
- Cadets' learning achievement rate (academic performance);
- Examination and test results;
- Time indicators in practical exercises and simulations;
- Fulfillment of standards for combat readiness level.

2. **Qualitative Indicators:**
- Level of professional competencies;
- Ability to make independent decisions and act in complex situations;
- Development of leadership and communication qualities ("soft skills");
- Level of moral-ethical qualities and patriotism.

3. **Operational Indicators:**
- Speed of the decision-making cycle (OODA loop — Observe, Orient, Decide, Act);
- Time required to complete tasks and its optimal level;
- Degree of minimization of losses (personnel and equipment);
- Success rate of events and operations.

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4. **Psychological-Resilience Indicators:**
- Stress resistance and cognitive stability;
- Level of team unity and mutual trust;
- Level of discipline and moral-psychological readiness;
- Military skill and professional adaptability.

This system of indicators ensures that pedagogical technologies are assessed not only from the perspective of knowledge delivery but also from the perspective of guaranteeing combat effectiveness.

3.2. Andragogical Approach: Application of Adult Learning Theory to Military Education — One of the specific features of military education is that it primarily works with adult learners (over 18 years of age). Therefore, **the andragogical approach** (Malcolm Knowles' theory) is of particular importance in military pedagogy.

The main principles of andragogy in military education:

1. Need to know — adult learners must understand why they need to learn something;
2. Self-direction — taking responsibility for their own learning;
3. Experience-based — drawing on existing life and military experience in the learning process;
4. Problem-orientation — interest in solving problems rather than content;
5. Internal motivation — professional interest and self-development beyond grades and rewards.

Within the framework of the andragogical approach, VR and AI technologies serve to strengthen cadets' control over their own learning, develop independent research skills, and enhance problem-solving abilities.

"Threshold concepts" are fundamental concepts that serve as a "gateway" necessary for deep understanding of a particular discipline or field. Mastering these concepts brings about fundamental changes in the learner's way of thinking. In military education, "threshold concepts" may include:

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- "The commander's decision-making authority and its limits"
- "Strategy for optimal action in uncertain situations";
- "Balance between military objectives and humanitarian values";
- "Recognition and utilization of strength and weakness."

"Liminal space" is an intermediate state in which the learner has let go of old knowledge but has not yet fully mastered new knowledge. In this state, the learner experiences unease, doubt, and confusion, but it is precisely this process that brings about qualitative changes in their thinking.

VR and AI technologies allow cadets to experience this liminal space. In a safe environment, they can test their old knowledge and perspectives and master new, complex concepts.

The following problems exist in introducing **innovative pedagogical technologies into military education**:

1. Material and technical supply problems:
- High cost of VR, AI, and other high-tech devices;
- Difficulties in harmonizing old and new technologies;
- Lack of modern equipment in remote and frontier garrisons.

2. Personnel training problems:
- Insufficient digital and technological literacy of teaching staff;
- Difficulties in accepting and adapting to new pedagogical approaches;
- Lack of expertise in developing curricula based on AI and VR.

3. Methodological and psychological problems:
- Conflicts between traditional military education and modern interactive methods;
- Resistance to change from some cadets and teachers;
- Difficulty in forming a sufficient "military spirit" and discipline in virtual environments.

Despite the above problems, the following promising directions for the **development of pedagogical technologies** in military education are anticipated:

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1. **Immersive and adaptive learning systems** — analyzing the learner's psychophysiological state in real time and selecting an appropriate and flexible training mode;
2. **Augmented reality (AR) technologies** — "animating" real combat equipment and weapons through AR and teaching interactively;
3. **Blockchain-based qualification and certification systems** — reliable, forgery-proof recording of cadets' skills and competencies;
4. **Automated mentor and coaching systems** — virtual systems that act as constant assistants and guides for cadets based on artificial intelligence;
5. **Global military education platforms** — creating a unified digital environment that ensures the exchange of experience, knowledge, and technology between military educational institutions of different countries.

The effectiveness of the modern military education system directly depends on the quality and scope of innovative pedagogical technologies being introduced into it. Based on the analyses conducted in this article, the following conclusions can be drawn:

1. A transition from traditional teaching methods to a complex, technology-based approach is necessary in military education. The military conflicts of the 21st century are complex, multidimensional, and rapidly changing, and old, linear models are insufficient for preparing for them.
2. Technologies such as artificial intelligence and virtual reality are creating qualitatively new opportunities for developing cadets' knowledge and skills. The combination of VR/AI not only allows for the simulation of complex and dangerous situations in a safe environment but also serves to develop cadets' cognitive abilities, problem-solving skills, and leadership qualities.
3. "Feedback" and "Reflection" mechanisms are important tools for developing future officers" "soft skills." They develop not only the ability for self-assessment and analysis but also team interaction, communication, and management qualities.

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4. Assessing the effectiveness of pedagogical technologies requires a complex, multifactorial approach. In this process, it is necessary to use quantitative, qualitative, operational, and psychological-resilience indicators together.
5. Andragogical and "threshold concepts" approaches allow for taking into account the specific needs of adult learners in military education and achieving qualitative changes in their thinking. These approaches produce the greatest effect when used in harmony with VR and AI technologies.
6. Systematic resolution of existing problems (financial, technical, personnel, and methodological) is required when introducing innovative pedagogical technologies into military education.

The strategic goal of the military education system is to train specialists who not only possess knowledge and skills but also can make rapid, correct, and adequate decisions in changing, uncertain, and complex conditions, who have high combat spirit and loyalty to the homeland. Modern pedagogical technologies are the most important means of achieving precisely this goal.

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