Modern American Journal of Business, Economics, and Entrepreneurship
ISSN (E): 3067-7203
Volume 2, Issue 1, January, 2026
Website: usajournals.org

ON CERTAIN DIRECTIONS FOR IMPROVING THE EFFECTIVENESS OF MILITARY EDUCATION

Bauyrjan Abdumaminovich Mekambayev
Senior Lecturer, Department of General Tactics, Associate Professor
Institute of Ground Forces, University of Military Security and Defense

Abstract
This article presents contemporary requirements for the higher education system, the outcomes of integrating pedagogical technologies into the learning process, and examines the goals, characteristics, and development trends of problem-oriented learning.

Keywords: Military education, pedagogical technologies, innovative ideas, methods and means of cognition, professional activity, creative thinking, problem-oriented learning, information technologies, self-education, and self-learning.

Аннотация
В данной статье доводятся современные требования к системе высшего образования, результаты внедрения педагогических технологий в учебный процесс, раскрываются цели, особенности и тенденции развития проблемно-ориентированного обучения.

Ключевые слова: военное образование, педагогические технологии, инновационные идеи, методы и средства познания, профессиональная деятельность, креативное мышление, проблемно-ориентированное обучение, информационные технологии, самообразование и само-обучение.

Modern American Journal of Business, Economics, and Entrepreneurship
ISSN (E): 3067-7203
Volume 2, Issue 1, January, 2026
Website: usajournals.org

Introduction

Modern society is currently in a stage of development often referred to as the informational, post-industrial, or knowledge society. This era is significantly associated with the achievements of scientific and technological progress, revolutionary transformations in the field of information technologies, and the widespread proliferation of the global Internet and various social networks. These phenomena have led to substantial changes in the lives of individuals, the state, and the education system. The instability, uncertainty, and similar characteristics of this time mean that individuals increasingly encounter problematic situations in their professional and social activities. To behave effectively in such problematic situations, cadets at higher military educational institutions must gain experience in handling these scenarios during their training.

All of this alters the requirements for education. Academician A. M. Novikov succinctly articulated these changes, arguing that education today is not merely about possessing extensive knowledge, but rather encompasses a combination of six groups of skills: communicating, analyzing, selecting, designing, learning, and creating. As can be seen, all of these requirements are activity-oriented in nature. [1].

Graduates of military educational institutions today are expected to meet several requirements, including: the ability to think systematically and independently, and effectively solve assigned tasks; the capacity to generate and perceive innovative ideas; the ability to independently apply methods and means of knowledge acquisition, learning, and self-monitoring for gaining new knowledge and skills; the capability for generalization, analysis, and critical reflection; the skill to work in a team; the ability to think creatively and apply acquired skills to complete tasks; and the capacity for lifelong learning throughout their professional careers.

The relevance of this article is determined by the examination of issues related to enhancing the effectiveness of military education through the application of problem-oriented learning, which is a promising direction in the development of contemporary pedagogical technologies.

Modern American Journal of Business, Economics, and Entrepreneurship
ISSN (E): 3067-7203
Volume 2, Issue 1, January, 2026
Website: usajournals.org

The modern educational process is based on the acquisition of knowledge through creative and productive thinking, behavior, and communication, as well as the development of skills and abilities through the relationships and interactions between the instructor and cadets. At the same time, learning is organized in such a way that students are encouraged to think critically, exchange opinions and experiences, and solve assigned problems by analyzing various situations or situational tasks.

The main goals of educational technologies include:

- the formation of fundamental knowledge in students, which will enable them to acquire new knowledge, work, and retrain in the future;
- the development of a creative personality type and abilities for group and analytical work.

The widespread implementation of pedagogical technologies in the modern education system ensures effective motivation, communication, autonomy, and the creative self-development of cadets. The educational process is carried out through the use of active and interactive forms and methods of problem solving. Consequently, there is a growing interest in mechanisms for engaging learners in activities that promote the development of their thinking and creative abilities. One of the directions for the further development of military education is problem-oriented learning, which enables learners to identify, analyze, and solve problems in their professional and social activities.

Problem-based learning in higher education objectively becomes its inherent attribute. Alongside the objectives of the overall personal development of learners, modern learning theory must also address the specific task of developing their thinking and creative abilities, as well as forming the skills to identify and solve problems. [2].

The primary goal of the problem-based learning model is to develop cadets' creative abilities and their overall personal growth. One of the founders of this theory, M. I. Makhmutov, emphasized that the key features of problem-based learning include a regular interconnection between educational problems and learners' practical, real-life experience; the systematic use of the most effective types and forms of independent work as a means of organizing learners' activities aimed at solving educational problems; mandatory individualization

Modern American Journal of Business, Economics, and Entrepreneurship
ISSN (E): 3067-7203
Volume 2, Issue 1, January, 2026
Website: usajournals.org

of instruction; dynamism; and the obligatory presence of a high level of learners' emotional engagement [5].

The development of problem-based learning is determined by three main trends. The first trend is driven by the intensive development of information and computer technologies and their integration into the education system. In the context of problem-based learning, this is manifested in the active formation of problem-interactive learning technology, which is based on the interaction of at least three fundamental technologies – problem-based, interactive, and computer-assisted learning.

The use of interactive information sources transforms the system of interaction between the instructor, the learner, and the interactive information source. The creation of new opportunities for enhancing the effectiveness of learning is ensured by the following factors:

- real-time feedback (delivery of instructional material, monitoring the quality of learning outcomes, assessment);
- provision of information without limitations in volume or time;
- as a result of automating the processes of information retrieval, processing, and use, the time allocated to and the significance of the creative component of activity increase;
- the possibility of computer-based modeling of objects, processes, and phenomena.

Modern information technologies and electronic educational resources make it possible to implement a new approach to organizing both the learning process and professional communication. They define the following directions of radical changes in the education system: the replacement of a closed educational environment with an open information-educational environment; the individualization of education; the establishment of self-education and self-learning as leading forms of education; and a focus on education that generates knowledge [4].

The second trend is directly related to one of the core concepts of problem-based learning – the problem situation. The creation of such situations during the learning process, aimed at developing various competencies in modern education, has become one of the primary didactic tools. Notably, a problem

Modern American Journal of Business, Economics, and Entrepreneurship
ISSN (E): 3067-7203
Volume 2, Issue 1, January, 2026
Website: usajournals.org

situation can be modeled independently of the pedagogical technology used. For example, in the implementation of a main learner-centered teaching technology, problem situations are created that actualize personal aspects of learning; in the context-based learning technology, situations are generated that define professional and social contexts, requiring learners to actively engage in acquiring new knowledge (cognitive activity) and new ways of communication (communicative activity).

The third trend is associated with processes of integration in didactics. Primarily, there is a trend toward integrating forms of organizing learning: research lessons, game-based lessons, slide lectures, computer practicums, lecture-discussions, seminar-discussions, etc. In addition, integration occurs between general and professional knowledge, theory and practice, content and learning processes. In contemporary pedagogy, there is a clear tendency to integrate problem-based learning with other technologies. This is manifested in the development of various problem-oriented approaches, such as situational, activity-based, modular, project-based, goal-oriented, game-based, integrative, training, and model-based learning, among others.

Based on the above, it can be concluded that the wide application of problem-oriented learning in military education will enhance the quality of material mastery, develop the necessary professional skills in the specialty, and foster initiative-taking officers capable of creative thinking and identifying the most optimal solutions in complex operational conditions.

References

1. Novikov A.M. Основания педагогики. - М.: Эгвес, 2010. - 208 с.
2.Maxmutov M. I. Проблемное обучение. Вопросы теории. - М.: Педагогика, 1975. - 368 с.
3.Maxmutov M. I. Некоторые особенности проблемного обучения. //Советская педагогика. 1970, № 9. С. 49-57.
4.Ibragimov G.I. Проблемное обучение в системе высшего образования: состояние и тенденции развития.// Вестник Бурятского государственного университета. Образование. Личность. Общество. 2016, № 1. – С. 17-26.