



THE USE OF INTERACTIVE METHODS IN CLASSES OF THE SUBJECT "METHODOLOGY OF DEVELOPING COMBAT-TRAINING QUALITIES"

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ABSTRACT

This article discusses the use of interactive methods and educational technologies in lectures, seminars, and practical sessions of the subject "Methodology of Developing Combat-Training Qualities" within the organization and implementation of military training. Various techniques and approaches are explored for enhancing students' critical and analytical thinking, forming opinions based on reliable information on military topics, and strengthening communication and confident speech skills.

Introduction

In the context of modern military service, it is a crucial task to train highly qualified military specialists who are physically and morally prepared to effectively carry out their duties in various combat situations and diverse environments. In addition to professional knowledge and skills, special attention is given to the development of combat-training qualities, which are essential components of an effective military leader's professional performance.

A competency-based approach in education, aimed at forming a set of knowledge, skills, and abilities, offers significant opportunities in training cadets of the pre-conscription military education track. This approach lays the foundation for creating effective pedagogical conditions that contribute to the development of combat-training qualities in cadets.

It is well recognized that ensuring national security and peace is a key factor in a country's development. One of the essential priorities is to improve the system of fostering combat readiness and military spirit in students of pre-conscription military education. Consequently, the content and effectiveness of educational processes continue to evolve and improve.

In the subject "*Methodology of Developing Combat-Training Qualities*" within pre-conscription military education, various teaching methods—such as the debate technique and the fishbone method—are widely employed to enhance students' preparedness for combat actions.

Literature review and methods

The "Debate" method, as described above, is an interactive technique aimed at developing students' critical and logical thinking, argumentation skills, justification of viewpoints, and the ability to assess opposing opinions. In pre-conscription military education, this method enables students to analyze strategic approaches to military issues and learn how to defend their positions.

- **Objective:** To defend opposing views with evidence and to develop logical reasoning skills.

- **Application:** Organizing debates on topics such as attitudes toward military service or the advantages of technical equipment.

Below is a step-by-step guide for implementing this method:

Step 1: Topic Selection (1 minute)

Objective: Select a problem that attracts students' attention and has two opposing viewpoints.

Example topics:

- "In a combat situation, is a strict order more effective than independent decision-making?"
- "Is physical training the foundation of military success?"
- "Is reconnaissance technology more critical than human resources?"

Step 2: Group Division (3–5 minutes)

Objective: Divide students into two groups:

- Group A – defends the topic (proponents)
- Group B – argues against the topic (opponents). Each group should ideally include 3–5 participants.

Step 3: Preparation Phase (10–15 minutes)

Objective: Groups prepare evidence, examples, statistics, or real-life situations to support their position.

- Speakers are selected within each group.
- A debate plan is created: introduction, main arguments, responses to counterarguments, and closing statements. The instructor plays a supporting role in this phase by guiding and asking clarifying questions.

Step 4: Debate Process (15–20 minutes)

Objective: Each group presents and defends its viewpoint while refuting the opponent's arguments.

Classic Debate Format:

1. Group A – Opening statement (2 minutes)
2. Group B – Opening statement (2 minutes)
3. Group A – Main arguments (3 minutes)
4. Group B – Main arguments (3 minutes)
5. Rebuttals (2 minutes per group)
6. Final conclusion from each group (1 minute)

Rules:

- Non-speaking participants should not interrupt.
- Criticism should be directed at ideas, not individuals.
- Arguments must be logical and evidence-based.

Step 5: Analysis and Evaluation (5 minutes)

Objective: Evaluate the process, acknowledge participation, and draw conclusions.

The instructor or assigned judges evaluate based on the following criteria (see Table 1):

Table 1:

№	Criteria
1	Clarity and relevance of ideas
2	Evidence-based argumentation
3	Response to opposing viewpoints
4	Communication etiquette
5	Team collaboration within the group

Evaluation can be done through points, star ratings, encouraging comments, or ranking systems.

Advantages of the Debate Method:

- Enhances critical and analytical thinking;
- Develops evidence-based opinions on military topics among cadet-students;
- Strengthens communication and confident speaking skills;
- Encourages comparison of alternative solutions in military matters.

2. "Fishbone" (Cause-and-Effect Diagram) Method:

- **Purpose:** To analyze the causes and effects of a particular problem or situation.
- **Application:** Identifying challenges encountered during military mobilization.

Step-by-Step Implementation of the Method:

Step 1: Identifying the Problem

• At the beginning of the lesson, the instructor and students identify a central problem together.

- This problem is placed at the "head" of the fishbone diagram.

Example: "Failure to complete combat missions on time."

Step 2: Defining Main Categories (Directions)

- Determine the primary factors that might cause the problem (usually 4–6).
- These form the main "bones" of the diagram.

Example Categories: Personnel, Equipment, Organizational Issues, Training Quality, Environment (external conditions).

Step 3: Identifying Causes for Each Category

- Write down causes related to each main category.
- These are the "small branches" on each main bone.

Examples:

- *Personnel:* Lack of training, discipline issues, poor leadership.
- *Equipment:* Malfunctioning weapons, broken communication tools.

Step 4: Analyze Consequences and the Problem

- Analyze each cause to understand how the main problem occurred.
- Identify the “root cause” among them.

Step 5: Developing Solutions

- Based on the analysis, offer proposals to eliminate the identified causes.
- Working as a group at this stage boosts motivation.

Advantages of the Fishbone Method:

- Teaches systematic analysis;
- Promotes active participation through group discussions;
- Helps quickly identify contributing factors in military contexts;
- Develops decision-making and strategic thinking skills.

In the subject *"Methodology for Developing Combat-Training Qualities"* within pre-conscription military education, various tools (didactic, technical, practical, and theoretical) are widely used to shape and enhance cadet-students' readiness for combat-training operations. The following **Table 2** presents the main types of educational tools used for this subject:

Table 2

Tools Used in the Elective Course "Methodology for Developing Combat-Training Qualities"

Nº	Tools	Description
1	Didactic (visual) tools	Help students better understand and visually perceive the topic. • Combat maps (topographic maps, schemes) • Stands (military equipment, tactical schemes) • Models of combat positions • Images, diagrams, posters (combat-training qualities: courage, endurance) • Video materials (military drills, tactical movements)
2	Technical tools	Provide technological means to create a learning environment close to real conditions. • Multimedia projectors and monitors • Simulators (weapon usage, movement modeling) • Audio recordings (commands, signal sounds) • Virtual training programs (e.g., military simulation games)
3	Practical training tools	Shape physical and tactical readiness. • Weapons for military exercises (mock-ups, pneumatic rifles) • Physical training equipment (pull-up bars, obstacles, weights) • Military uniforms and field clothing • Compasses, military watches, radio communication devices
4	Theoretical-methodical tools	Enhance lesson effectiveness through theoretical knowledge and methodological approaches. • Textbooks and study guides • Military-theoretical notes and task sheets • Tests, evaluation criteria, assessment cards • Military regulations and laws
5	Interactive learning tools	Encourage active student participation. • Group work materials (role cards, situational tasks) • Interactive boards (digital boards, touch panels) • QR-coded quizzes, mobile apps (mini-tests on topics) • Debate, role-playing games,

Conclusion

In conclusion, it can be stated that interactive educational tools such as *debate* and *fishbone* methods help develop the following combat-related qualities in cadets and students: quick thinking, independent decision-making, physical and psychological resilience, teamwork, and the ability to act correctly in military situations.

In higher education institutions, when training cadets in the pre-conscription military education program, special attention should be given to selecting effective teaching methods, particularly in organizing practical training sessions aimed at enhancing combat-training qualities.

Choosing appropriate teaching methods ensures several positive outcomes, including:

- fostering interest and motivation among cadets to thoroughly understand the fundamentals of military sciences;
- developing students' academic activity and learning engagement;
- enhancing students' ability to think critically and creatively on their own;
- improving the effectiveness of teaching military disciplines;
- contributing to overall quality improvement in military education.

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