



PEDAGOGICAL AND MILITARY PRINCIPLES OF CADETS' SPEECH DEVELOPMENT

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ABSTRACT

This study examines the pedagogical principles for developing cadets' professional speech in military education. It highlights that, alongside general approaches such as communicative, activity-based, and contextual learning, military training requires specific principles including regulation, hierarchical communication, operational efficiency, and standardization. These principles ensure that cadets' speech is precise, concise, and unambiguous, enabling effective command and control. The study also emphasizes the role of nonverbal behavior as an integral component of military communication, reinforcing verbal messages and ensuring clarity. The findings demonstrate that the integration of general pedagogical and specialized military principles enhances communicative competence and prepares cadets for real operational conditions.

KEYWORDS: Professional speech, military education, pedagogical principles, cadets, military communication, communicative competence, nonverbal behavior, standardization.

INTRODUCTION

In the modern education system, the effective organization of the teaching process directly depends on the appropriate selection and application of pedagogical approaches. This is particularly significant in higher military educational institutions, where the use of modern pedagogical approaches plays a crucial role in developing cadets' professional speech. Such approaches contribute to increasing the effectiveness of the educational process, fostering independent thinking among cadets, and forming their communicative competence. While approaches determine the general methodological direction of the educational process in developing professional speech, principles represent a system of didactic rules that ensure the practical implementation of this direction. Within the methodological system, methods function as practical mechanisms for realizing approaches and principles. If approaches define the purpose and direction of instruction, principles indicate the requirements that must be followed, whereas methods specify how these requirements are implemented in the learning process.

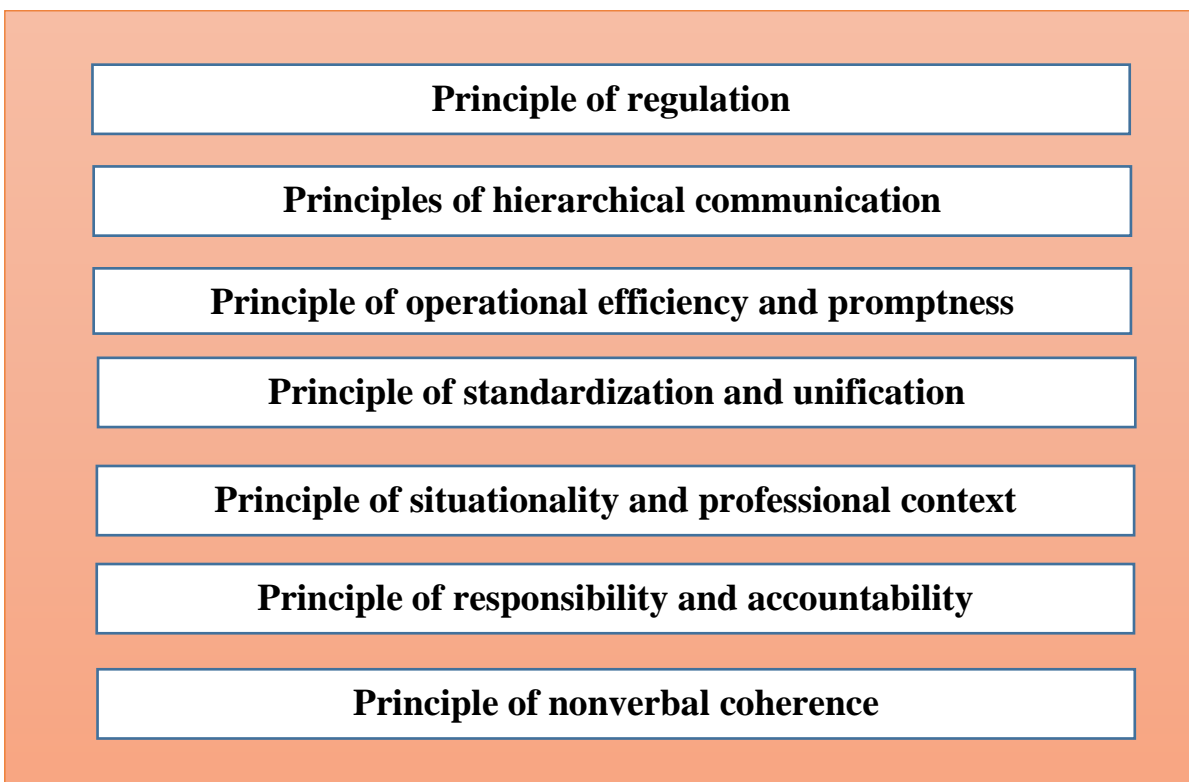
The issue of developing professional speech lies at the intersection of pedagogy, psychology, and linguodidactics, and has been extensively studied by various scholars. For the effective organization of this process, it is essential to take into account the close interrelation between speech, thinking, and activity.

Today, in the process of training military specialists, communicative competence is regarded not merely as a level of language proficiency, but as a factor ensuring management efficiency, precise transmission of commands, and effective cooperation. Therefore, the process of speech development should be organized not only in accordance with general didactic principles, but

also in line with the regulated nature of military service, its hierarchical structure, and the specific features of operational activity. Modern methodological research associates the development of professional speech with the principles of communicativeness, activity orientation, interactivity, and contextual learning. However, in military educational institutions, this process is further enriched by such criteria as standardization, promptness, unambiguity of commands, and responsibility. Based on this, the present section systematizes both general pedagogical and specific military principles that contribute to the development of cadets' speech.

Based on the analysis of various scholarly works, it has been determined that speech formation in military educational institutions differs from general communicative methodology in that it is shaped by specific professional tasks, systems of subordination, command relations, and conditions requiring rapid decision-making. Therefore, the process of developing cadets' speech is organized on the basis of specialized principles adapted to the requirements of the military-professional environment.

Military communication is not based on free conversation rather, it is governed by regulations, statutes, and command norms. Therefore, the principle of regulation plays a crucial role. Cadets' speech differs from civilian speech in that it is characterized by precision, brevity, and unambiguity of commands. This principle requires avoiding excessive emotionality and polysemy in the selection of linguistic units.



The development of cadets' professional speech in military education is grounded in a set of key principles that ensure effective communication in operational contexts. The principle of regulation requires that speech strictly adhere to established statutes, norms, and command structures, ensuring clarity, precision, and discipline in communication. Closely related to this is the principle of hierarchical communication, which reflects the vertical structure of military interaction and reinforces subordination and role-based speech behavior. The principle of



operational efficiency and promptness emphasizes the importance of time-sensitive communication, where instructions must be delivered concisely and executed immediately. In this regard, the principle of standardization and unification plays a crucial role by promoting the use of fixed linguistic patterns and formulaic expressions, thereby minimizing ambiguity and ensuring consistency.

Furthermore, the principle of situationality and professional context ensures that speech is directly aligned with real service conditions, enhancing practical readiness and adaptability. The principle of responsibility and accountability highlights the need for accuracy and reliability in information delivery, reducing the risk of miscommunication and errors. Finally, the principle of nonverbal coherence underlines the importance of aligning verbal messages with nonverbal cues such as intonation, gestures, and facial expressions, thereby increasing the effectiveness and impact of communication.

Cadets' speech must accurately reflect hierarchical relations and develop within a culture of subordination. The principle of operational efficiency and promptness requires speech to be concise, clear, and oriented toward immediate execution, as time is a decisive factor in military contexts. The principle of standardization and unification ensures the use of established linguistic patterns, reducing ambiguity and promoting consistency in communication. At the same time, the principle of situationality and professional context brings speech training closer to real service conditions through communicative models such as commands, reports, dialogues, and duty смена, thereby preparing cadets for practical activity. The principle of responsibility and accountability emphasizes accuracy and reliability in information delivery, as any imprecision may lead to serious consequences. Finally, the principle of nonverbal coherence highlights the role of paralinguistic features—such as intonation, facial expressions, posture, and gestures—in reinforcing and clarifying verbal messages.

In a military environment, the commanding officer's firm facial expression, the subordinate's posture reflecting discipline, and standardized movements indicating the receipt of a command all contribute to enhancing communicative effectiveness. Therefore, alongside speech development, cadets are also trained in service etiquette, appropriate posture during formal address, maintaining distance, and nonverbal behaviors that express attentiveness and readiness. This demonstrates that nonverbal cues function as an extension of military speech, serving as an essential factor in ensuring efficient command, mutual understanding, and discipline.

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