



E.V.Nasirov¹, A.A.Quliyeva¹, A.F.Hamidov¹

¹*Military Institute named after Heydar Aliyev, Baku, Azerbaijan*
(E-mail: nasirov.emin@mmu.edu.az)*

Integration to the modern education in the Military Institute: Interactivity as the ability of the teacher and the cadets to interact - cooperate

Recently, qualitative reforms in the Azerbaijani education system have seriously affected the content and structure of education. In each state, the standard of living of the population is measured by its scientific and intellectual potential. Higher education, which is of particular importance in the system of dynamic changes being carried out, is gradually integrating into advanced European and world experience. Azerbaijan has also begun active cooperation with international organizations in order to bring its education system into line with world standards. In 1998, a loan agreement was reached between the World Bank's International Development Association and the Azerbaijani government on the implementation of education reforms. By the decree of the President of Azerbaijan, the first stage of cooperation on reforms in the country's education system took a new form in content and essence.

This article comprehensively analyzes the importance of methodology in the organization of modern education in the military institutions, its areas of application and impact on the quality of education, as well as reviews the practical results of effective methodological approaches.

Key words: education system, contemporary methods, interactive teaching methods, programs, analytical thinking, creativity.

Introduction

Teachers working in military educational institutions have a great responsibility. Because they are responsible for training cadet-officers who will have comprehensive knowledge in the future and are also considered the cream of society.

Teachers, who are one of the main persons of pedagogical activity, must show the productive work of educating the students nowadays. Pedagogical activity arises from demand of society and is formed by meeting needs. In the learning-teaching process, the teacher's personality is formed, enriched and developed.[1]

To tell the truth, it is understood as professional activity aimed and implementing the process of training, upbringing, development, including the formation of the personality of students. The structure of methodological activity is made up of the following aspects. The main purpose of learning-teaching process is to form the growing young generation as a comprehensive personality, that is, a person who can meet the requirements of modern life. In this sense, there is a great need for teachers who have mastered the intricacies of their profession. A teacher is not only a transmitter of knowledge, he also demonstrates the ability to instill result-oriented skills in the learners he trains.

1. The aim of pedagogical activity in military institutions is to teach citizens



who are useful, comprehensive, harmoniously developed for this society.

2. The subject of pedagogical activity is considered to be a person who gives knowledge, educates, and gives direction.

3. The object and subject of pedagogical activity are considered to be the one who acquires knowledge, skills, investigate conducts research, and is educated.

4. The features of pedagogical activity mean the forms of education, methods used, rules, etc.

5. The results of pedagogical activity are a long process that appears very late. This can be recognized by conducting various checks and comparisons at the end of the academic year. The formation of high qualities of students belongs to this.

Pedagogical activity is very difficult, complex and multifaceted. Depending on the tasks ahead, there are types of activity: teaching, upbringing, or: organization, agitation, self-education, etc. [2, 57] Each of them has its real structure.

As we have mentioned, the subject of pedagogical activity is a teacher-instructor, that is, one who facilitates, teaches, gives knowledge, gives direction, advises, guides, and educates. The great Greek philosopher Plato was asked: “Do you love your father or your teacher more?” “My teacher,” he replies. “Because my father brought me down from heaven to earth, and my teacher raised me from earth to heaven.”

Among the Roman educators were many talented, educated people who knew ancient philosophy. The famous Roman scholar M.F. Quintilian tried to theoretically summarize his pedagogical experience and the role of the teacher in the upbringing of children. In his work “On the Education of the Orator,” he wrote that a teacher should be a person who is not only highly educated, knowledgeable, but also loves and understands children. Benjamin Bloom, a professor at the University of Chicago, proposed the theory of “Taxonomy of Educational Goals” in 1956.[3] Bloom identified six levels of understanding in order to develop thinking in learners. These levels are widely accepted internationally.

“Taxonomy” (a concept borrowed from biology) refers to the classification and systematization of objects based on their interrelationships and is used to describe categories arranged in ascending order.

As it was mentioned the activity of teachers working in military institutions differs from all other professions in terms of respect, responsibilities and profession, management, authority and culpability. The work of a teacher in Military institutions is multifaceted. When working with a cadet, a teacher uses both natural phenomena, and technology, and artistic images, and systems of signs. Therefore, the art of teaching makes certain demands on the physical, intellectual-emotional development of a person, his moral qualities, and in general all spheres of his personality. It should be noted that, first of all, this art, which requires high working capacity and intense labor, requires the teacher's good health and calmness of the nervous system.

One of the main features of a teacher's work is its learners. The subject of the teacher is the learner. The product of the teacher's work is materialized in the behavior, knowledge, morality, skills and habits of another person. The learner,



who is the subject of the teacher, is at the same time a model her. Because a learner also influence the teacher, analyze and evaluate his work.

The main feature of the facilitator's activity is simultaneously connected with time and space: time regulated by the clock and time not regulated. The teacher's activity in the classroom is regulated by the clock, while its extracurricular activities and extracurricular activities are not regulated by time.

One of the main things for the productive activity of a facilitator is his mastery of a system of general knowledge appropriate to his strenghts. [4, 3] This includes pedagogical, psychological, philosophical, methodological knowledge along with specialized knowledge. In the period of activity, this knowledge is used in a unified and interconnected manner. At the same time, the art of a teacher is shown in high consciousness, moral purity, general culture, and intellectual level. The teacher works mainly at school and at home. The content of the teacher's work is the curriculum, programs, books and textbooks. The teacher himself chooses the forms and methods of work in labor activity. The teacher, figuratively speaking, is the scriptwriter, director, actor, organizer, and main character of the lesson. Just as an actor influences the audience, the teacher influences the students in such a way that he arouses certain feelings and emotions in them, interests them, amazes them, teaches and educates them. The teacher must set an example of morality everywhere and at all times.

The teacher must always serve his homeland and people, and educate and train worthy citizens for the country.

Our great leader Heydar Aliyev said in his address to the Congress of Teachers of Azerbaijan in 1998: "The Azerbaijani teacher should have one task. To raise a generation with a healthy conviction and national spirit, capable of turning our Azerbaijan into a flourishing, developing, prosperous, powerful country, loyal to the ideas of independence, ready at any time to sacrifice themselves for the sake of the freedom of the homeland, who understands a new way of thinking and responds to modern requirements."

Research methods

Analytical methods, comparative methods, statistical methods.

Main Part

Skills and their scope of activity in education.

A skill is a person's ability to do work and complete the work as necessary, acquired as a result of knowledge, habits, and experience. We can also think of skills as a toolkit that we can use whenever needed.

In order to keep up with the increasingly modern and electronic world, there must be many skills that a modern person will have. These skills are also called 21st century skills. Sometimes, when we say 21st century skills, we often mean ICT literacy and the ability to use Web 2.0 tools. Of course, it is impossible to keep



up with the world that is constantly changing. But when we say 21st century skills, we should not only understand these skills.

Basic skills.

Basic literacy reflects how students will apply their basic skills in their daily activities. These skills play a basic role in them, allowing them to form more advanced and important competencies and personal qualities. Traditional education mainly focuses on acquiring these skills, but these skills are now considered the basis for developing 21st century skills.

Competencies.

Competencies explain how learners will approach the complex challenges they face. For example, critical thinking is the ability to clarify, analyze and evaluate situations, ideas and information to solve problems.

Personal qualities.

Personal qualities express how students approach the changing environment. In a rapidly changing market environment, personal qualities such as perseverance and adaptability provide flexibility and success in the face of obstacles.

Topical and initiative act as a beginning point for researching new concepts and ideas. Leadership and socio-cultural awareness involve establishing ways of interacting socially, ethically, and culturally with others in a constructive manner. Nowadays soft skills are a set of general skills that are closely related to personal qualities and are necessary in one way or another in every specialist. Soft skills are considered to be analytical thinking, problem solving, public speaking, business-corporate communication, teamwork, digital communication, organization of activities, which are also influenced by the level of leadership qualities, knowledge of work ethics, discipline, and a sense of responsibility.

1. Critical thinking

Learners are not satisfied with just information or facts, they learn to ask questions, investigate, and discover.

2. Creativity

Creativity is the ability to think outside the box.

3. Cooperation

Collaboration is the practice of working together to achieve a common goal.

4. Communication

Communication is the practice of communicating ideas quickly and clearly.

Hard skills are measurable skills acquired through training, education, and experience. These are the abilities needed to perform a specific job. Soft skills are considered to be complementary to hard skills, which are related to a person's knowledge and professional skills. Hard skills are measurable and are usually acquired through formal education and training programs. (e.g. language skills, programming skills, legal knowledge, driving a car, etc.) Unlike hard skills, soft skills are more difficult to acquire through training. Hard skills can be learned and improved over time, but soft skills are more difficult to acquire and change.

Hard skills necessary for a teacher may include perfect knowledge of their subject, correct application of the subject's methodology, computer skills, etc.



The STEM teaching method has been applied in various countries since 1950. Currently, the countries where it is most widely used are the USA, England, and Germany. The main goal of this method is to form and develop "21st century skills" in people.

Soft skills [5,8]

Time management

Adaptability

Problem solving

Leadership

Interpersonal

Work ethic

Conclusion

In the scientist's research, the goal of the interactive process is to develop and improve the behavioral model of the learners during the learning-teaching process. They say that interactive methods must be such as an interactive educational process. Thus, as to the researches, interactivity in learning can be explained as the ability of the facilitator and the student to interact - cooperate. Inter - (Enter in English) is understood as inter (between people), reciprocity (mutual understanding, cooperation, work of people), etc. As a method, interactivity is the approach, explanation, etc. that emerges at the moment from the course of work between the teacher and the student in the learning process - from the topic, commentary, dialogue, role-playing. That is, this method is not planned in advance, the course of the work - the learning process reveals this point and occurs more with the intervention of the learners independence. On the other hand, interactivity can also occur between the persons themselves.

The main attitude is that in the learning-teaching process, the cooperating, learning and teaching people stand on an equal footing. Naturally, the teacher, as a teacher, performs the function of an organizer, coordinator, consultant, facilitator. Without interfering in the work of the trainees, he solves problems, gives instructions, controls, helps to develop a search strategy, but the learners work on the training tasks themselves, arguing, researching and discussing among themselves. So, each trainee has his own opinion, thoughts, idea. At the end of the exchange, opinions change, ideas are updated. In spite of that, in the result the psychological climate changes. Weak trainees in the group also join the discussion: they get used to listening to each other, to response during the discussion of issues and collective deliberation. Through this type of solution of each training task, they improve their cognitive search tactics, and each person builds his own formula and own ideas for success in learning-teaching process. Thus, communication, interaction and cooperation between trainees become the basis in the training process. The training result is achieved through the mutual effort of the participants in the training process, and trainees take mutual responsibility for the training results.



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Э.В.Насиров, А.А.Гулиева, А.Ф.Хамидов

**Современное образование и ее интеграция в Военные учебные заведения:
Интерактивность как умение педагога и студента взаимодействовать – сотрудничать**

В последнее время качественные реформы в системе образования Азербайджана серьезно повлияли на содержание и структуру образования. В каждом государстве уровень жизни населения измеряется его научным и интеллектуальным потенциалом.

Высшее образование, имеющее особое значение в системе проводимых динамических изменений, постепенно интегрируется в передовой европейский и мировой опыт. Азербайджан также начал активное сотрудничество с международными организациями с целью приведения своей системы образования в соответствие с мировыми стандартами. В 1998 году было достигнуто кредитное соглашение между Международной ассоциацией развития Всемирного банка и правительством Азербайджана о реализации образовательных реформ. Указом Президента Азербайджана первый этап сотрудничества по реформам в системе образования страны принял новую по содержанию и сути форму.

В данной статье всесторонне анализируется значение методологии в организации современного образования, сферы ее применения и влияние на качество образования, а также рассматриваются практические результаты эффективных методических подходов в военных вузах. Новейшие методологические подходы, интерактивные методы, интеграция цифровых технологий и современные модели обучения объясняются как важные факторы, влияющие на содержание и форму образования в высших учебных заведениях.

Ключевые слова: Система образования, новые методы, интерактивные методы обучения, программы, критическое мышление, креативность.

Э.В.Насиров, А.А.Гулиева, А.Ф.Хамидов

**Әскери институттағы заманауи білім беруге интеграция: Интерактивтілік
оқытушы мен курсанттардың өзара әрекеттесу – ынтымақтастық қабілеті ретінде**

Жақында Әзірбайжанның білім беру жүйесіндегі сапалы реформалар білім берудің мазмұны мен құрылымына қатты әсер етті. Әр мемлекетте халықтың өмір сүру деңгейі оның ғылыми және зияткерлік әлеуетімен өлшенеді.



Жүргізіліп жатқан динамикалық өзгерістер жүйесінде ерекше маңызы бар жоғары білім біртіндеп озық еуропалық және әлемдік тәжірибеге интеграциялануда. Әзірбайжан сонымен қатар өзінің білім беру жүйесін әлемдік стандарттарға сәйкестендіру мақсатында халықаралық ұйымдармен белсенді ынтымақтастықты бастады. 1998 жылы Дүниежүзілік банктің халықаралық даму қауымдастығы мен Әзірбайжан үкіметі арасында білім беру реформаларын жүзеге асыру туралы несиелік келісімге қол жеткізілді. Әзірбайжан Президентінің Жарлығымен елдің білім беру жүйесіндегі реформалар бойынша ынтымақтастықтың бірінші кезеңі мазмұны мен мәні бойынша жаңа нысанды қабылдады.

Бұл мақалада заманауи білім беруді ұйымдастырудағы әдіснаманың маңыздылығы, оны қолдану аясы және білім беру сапасына әсері жан-жақты талданады, сондай-ақ әскери жоғары оқу орындарындағы тиімді әдістемелік тәсілдердің практикалық нәтижелері қарастырылады. Жаңа әдістемелік тәсілдер, интерактивті әдістер, цифрлық технологиялардың интеграциясы және оқытудың заманауи модельдері жоғары оқу орындарындағы білім берудің мазмұны мен формасына әсер ететін маңызды факторлар ретінде түсіндіріледі.

Түйінді сөздер: білім беру жүйесі, жаңа әдістер, оқытудың интерактивті әдістері, бағдарламалар, сыни тұрғыдан ойлау, шығармашылық.

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Кулиева Аида Адилевна	старший педагог кафедры НАТО и гуманитарные науки Военного Института имени Гейдара Алиева
Кулиева Аида Адилевна	Гейдар Әлиев атындағы Әскери институттың НАТО және гуманитарлық ғылымдар кафедрасының аға оқытушысы
Quliyeva Aida Adilyevna	Senior teacher of the department of NATO and Humanities Military Institute named after Heydar Aliyev
Гамидов Анар Фахраддин	редактор научно-исследовательского отдела Военного Института имени Гейдара Алиева
Гамидов Анар Фахраддин	Гейдар Әлиев атындағы Әскери институтының ғылыми-зерттеу бөлімінің редакторы
Hamidov Anar Faxraddin	Redakor of the department of scientific research, Military Institute named after Heydar Aliyev



Кулиева Аида Адилевна	старший педагог кафедры НАТО и гуманитарные науки Военного Института имени Гейдара Алиева
Кулиева Аида Адилевна	Гейдар Әлиев атындағы Әскери институттың НАТО және гуманитарлық ғылымдар кафедрасының аға оқытушысы
Quliyeva Aida Adilyevna	senior teacher of the department of NATO and Humanities Military Institute named after Heydar Aliyev