

INNOVATIVE METHODS OF TEACHING NDP IN SENIOR SCHOOLS

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ANNOTATION: The purpose of this article is to examine modern interactive forms of teaching within the framework of the discipline Initial Pre-Conscription Training (hereinafter referred to as IPT). The objective of the project is to enhance military-patriotic feelings by fostering students' engagement and interest in the subject of IPT in general education institutions.

KEY WORDS: Initial pre-conscription training, military-patriotic feelings, interactive forms of training, methodology.

INTRODUCTION

In today's world, where education plays a vital role, it is essential to introduce interactive teaching methods for the NDP subject. The primary objective is to instill in young people strong military-patriotic values and a readiness to serve the Motherland. Explanatory and illustrative teaching methods have lost their effectiveness; instead, it is necessary to introduce interactive teaching methods, such as game-based methods, the 6-6 method, brainstorming, and so on.

President of the Republic of Uzbekistan Shavkat Mirziyoyev, emphasizing the importance of education and upbringing of the younger generation, noted:

"The future of the state and its sustainable development directly depend on the education and upbringing of the younger generation. We must create all the conditions for the development of educated, disciplined, and patriotic youth" (speech of May 16, 2025).

This statement reflects the state's strategic focus on improving the education system and introducing modern approaches to teaching and upbringing.

At the same time, in the context of globalization, special attention is being paid to the patriotic education of youth. President of the Republic of Uzbekistan Shavkat Mirziyoyev emphasized that "educating youth in the spirit of patriotism, loyalty to the Motherland, and readiness to defend its interests is one of the state's priority tasks" (meeting of the Security Council of the Republic of Uzbekistan in January 2020).

This defines the key role of NDP as an academic discipline that contributes to the development of military-patriotic consciousness in high school students.

In the 21st century, teenagers spend their free time playing games, and they perceive the learning process as a duty. To break this barrier, game-based teaching methods were developed. Play creates a new model of the world, and the teacher, as it were, is the creator of this world, choosing the plot, situation, and character of the roles. Thus, they create a scenario for students to act out.

A two-person group is typically formed by a pair of students sharing a desk. In this type of group, information exchange and mutual coordination are at their highest, but tension and often deadlock are likely. In the event of a disagreement, no participant has an ally.

A five-person group is the most convenient group for learning purposes. A 2:3 split ensures majority support. This group is large enough for productive exchange of opinions, yet small enough for everyone to have the opportunity to participate and contribute.

There are various modifications of game methods:

1. Simulation games aim to simulate a situation, scene, or specific event that has already occurred. The script for such a game includes a description of the structure and purpose of the simulated processes and objects.

2. Operational games. These games are aimed at practicing specific operations. Operational games

simulate the corresponding work process. Role-playing games. They practice tactics for behavior, actions, and the performance of functions and responsibilities of a specific person.

3. Business theater. This game involves acting out a specific situation and a person's behavior in that environment. The main goal of this game is to teach how to navigate various circumstances, objectively assess one's behavior, consider the capabilities of others, and establish relationships with them.

For "business theater," a scenario is created with a specific situation, the roles and responsibilities of the characters. As a result, the business game is used to solve complex problems: assimilation of new information, reinforcement of material, development of creativity, and the development of general skills.

For the method to "sparkle with color," it is necessary to introduce certain restrictions:

1. Introducing time constraints: When time is short, some people begin to increase their activity and achieve even higher results than in a "calm" environment; others (the majority) change their behavior to varying degrees, reduce their results, and do not always achieve the final result.

2. The introduction of sudden prohibitions involves prohibiting certain problem-solving options at a given stage of the game in order to continue the activity.

3. The Absurd Method: The challenge is to find a way out of a situation in which arriving at the correct solution is clearly impossible.

The 6-6 Method:

Six group members spend 6 minutes formulating specific ideas that should help solve the group's problem. Each participant writes down their ideas on a separate sheet of paper. The group then discusses all the prepared lists. During the discussion, clearly erroneous opinions are eliminated, controversial ones are clarified, and all remaining ones are grouped according to certain criteria. The goal is to select a few of the most important alternatives, with their number being less than the number of participants in the discussion.

Brainstorming Method: This interactive method encourages the active participation of the entire audience through collaborative thinking to solve a given problem. A key feature of this method is that participants express their ideas for solving the problem, regardless of whether they answer correctly. At the end, the best ideas are put on the agenda for further sifting and identification of the correct answer.

Conclusion: In conclusion, the author hopes that the proposed teaching methods for the discipline of NDP will support the development of intellectual and communication skills, as well as military-patriotic consciousness and a readiness to serve the Motherland, in high school students in general education institutions.

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