



Strategic Competencies In The Aspect Of Military Training.

Rakhmatullaev Umid Karabaevich

teacher at Tashkent State Pedagogical University

Annotation. Strategic competencies in military training are critical to prepare leaders who are able to effectively manage complex operations and interact with national and international structures. These competencies include a wide range of skills, from strategic thinking to interpersonal interactions, and are developed through a combination of formal education, professional training, and practical experience.

Keywords: strategy, competence, thinking, communication skills and understanding of the environment, efficiency.

Introduction. In our country, the Republic of Uzbekistan, they take education reforms very seriously, and the head of the Republic, Sh.M.Mirziyoyev, highly appreciates the role of teachers, calling their profession "the most noble among all." He advocates for an increase in the status of teachers, their social protection and wages. In 2024, at a ceremony dedicated to Teachers and Mentors Day, he stressed: "Education is the most relevant of all fields, and the teaching profession is the most noble among all professions."

Strategic competencies in education are a set of knowledge, skills and abilities that enable students to effectively plan, organize and manage their learning process, as well as adapt to changing conditions and solve complex tasks.

These include:

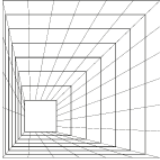
1. Self-organization and time management: the ability to set goals, plan learning stages, and allocate resources.
2. Critical thinking: analyzing information, evaluating its reliability, and making informed decisions.
3. Metacognitive skills: awareness of one's own thought processes, reflection on one's learning, and adjustment of approaches.
4. Communication and collaboration: the ability to work in a team, interact effectively and exchange ideas.
5. Adaptability: willingness to learn in new conditions, mastering new technologies and approaches.

These competencies help students develop the ability to learn independently and continuously, which is especially important in a rapidly changing world.

Categories and details of competencies Based on the analysis of sources, five main categories of strategic competencies can be distinguished, each of which includes several sub-competencies.

Below is a detailed table based on data from various military institutions such as the U.S. Army, the Peruvian Army, and academic research.

Category	Sub-Competencies	Description	Examples from Sources
Strategic Thinking and Problem Solving	- Strategic Thinking (Creative, Critical, Systemic) - Mental Agility - Managing Complex Problems - Formulating and	Skills for analyzing complex situations, envisioning the future, and	Highlighted in <i>A Framework for Developing Military Strategists</i> as strategy formulation through strategic art. In the



Category	Sub-Competencies	Description	Examples from Sources
	Implementing Strategies	making decisions under uncertainty.	Peruvian Army, emphasized as part of conceptual competencies (<i>Strategic Leadership in the Army: Essential Roles and Competencies</i>).
Communication and Interpersonal Skills	- Communication - Interpersonal Maturity - Building Consensus - Negotiation - Developing Leadership Qualities	Skills for effective interaction with stakeholders, including listening, public speaking, and mentoring.	Included in the Peruvian Army as interpersonal competencies, such as negotiation and leader development (<i>Strategic Leadership in the Army: Essential Roles and Competencies</i>). Also mentioned as interpersonal maturity in <i>Strategic Leadership Competencies</i> .
Environmental Awareness	- Providing Military Advice to Policymakers - Understanding Systems and Interconnections - Political Competence - Cross-Cultural Awareness	Ability to understand context, including national and international systems, motivations of external actors, and cultural differences.	Noted in <i>A Framework for Developing Military Strategists</i> as providing advice to policymakers. In the Peruvian Army, referred to as political competence (<i>Strategic Leadership in the Army: Essential Roles and Competencies</i>).
Professional Identity	- Identity - Professional Acumen - Being a "World-Class Warrior"	Skills related to professional roles, including operational art, tactical training, and the ability to perform at a high level.	Identified in <i>Strategic Leadership Competencies</i> as meta-competencies, such as "world-class warrior" and professional acumen.
Change Management	- Strategic Change Management	Ability to diagnose and implement changes in the culture, systems, and processes of a military organization.	Noted in the Peruvian Army as part of technical competencies (<i>Strategic Leadership in the Army: Essential Roles and Competencies</i>).



Competence development

The development of strategic competencies includes three key components: civilian education, professional military training, and practical experience. For example, the US Army uses Functional Area 59, introduced in 1998, to train officers for strategic roles (A Framework for Developing Military Strategists). This program includes selective courses at the U.S. Army Command and General Staff College and more intensive programs such as the Strategic Education and Development Program.

In the Peruvian Army, the focus is on reactivating the PAME (Army High Command Program), which aims to develop strategic leaders for key positions (Strategic Leadership in the Army: Essential Roles and Competencies).

These stages of development have clear milestones, from the untrained level (without experience, but with basic training) to the master (experience in several disciplines, work at the national level). For example, a "journeyman" should have experience in one or more strategic roles, while a "master" should have experience in all three competencies and the ability to inform policy at the national level.

Historical context

Since the mid-1970s, the U.S. Army has had an additional 6Z skill identifier for officers qualified for high-level staff positions requiring an understanding of the international environment and analysis of strategic issues. However, as stated in A Framework for Developing Military Strategists, this expertise has weakened due to the emphasis on traditional military skills.

Categories and examples of strategic competencies in education

1. Strategic thinking and problem solving

Description:

The ability to analyze complex educational challenges, predict future needs, and develop innovative solutions to achieve goals.

o Sub-committees: Creative and critical thinking.

System analysis of educational processes.

Formulation of strategic goals.

Uncertainty management (for example, in the context of reforms or digitalization).

o Examples: Developing a long-term school digitalization plan: The school principal analyzes the current level of digital literacy among teachers and students, predicts IT infrastructure needs, and creates a five-year plan for the implementation of online platforms such as Moodle, taking into account the budget and training.

Adaptation of curricula to the labor market: The head of the university analyzes the needs of local employers and introduces new courses on artificial intelligence to prepare graduates for sought-after professions.

Solving the problem of teacher shortage: In conditions of teacher shortage in rural areas, the administration is developing a program to attract young professionals through grants and distance learning.

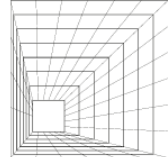
2. Communication and interpersonal skills

Description: Skills of effective interaction with teachers, students, parents, authorities and other stakeholders to achieve educational goals.

o Sub-committees: Effective communication (oral and written). Building consensus between different groups. Negotiation skills. Development of leadership skills among teachers and students.

o Examples:

- ♣ Conflict resolution with parents: The headmaster organizes a meeting with parents who are unhappy with the new rules of attendance, explains the need for changes (for example, for safety), listens to their suggestions and reaches a compromise.
- Creating a professional community of teachers: The Head of the Education Department initiates regular seminars



where teachers share their experiences, which increases their motivation and the quality of teaching.

♣ Promotion of the educational brand: The Rector of the university speaks at an international conference, presenting the university's unique programs, which attracts international students.

3. Understanding the environment

Description:

The ability to analyze the external context (political, economic, social, cultural) and adapt educational processes to it. o Sub-competencies:

♣ Political competence (understanding public policy in education). Cross-cultural awareness (working with multinational groups). Trend analysis (for example, digitalization, globalization). Interaction with government agencies and NGOs. o Examples: Adaptation to national standards: The head of the school is revising the curriculum in accordance with new state standards, adding mandatory modules on financial literacy. Working with a multinational audience: A university in a multinational region develops courses in several languages and conducts training on intercultural communication for teachers.

♣ Cooperation with international organizations: The University is applying for a UNESCO grant to create a program on sustainable development, attracting experts and funding.

Conclusion

Strategic competencies in military training are multidimensional and include strategic thinking, communication skills, environmental awareness, and adaptability. Their development requires a combination of formal training and practical experience, with specific programs such as Functional Area 59 in the USA and PAME in Peru. These competencies are critical for effective leadership in today's military environment, where complexity and uncertainty require highly skilled strategic leaders.

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