

**MECHANISMS AND PEDAGOGICAL CONDITIONS FOR EDUCATING STUDENTS
IN THE SPIRIT OF MILITARY PATRIOTISM**

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Annotation: This article discusses modern mechanisms of educating students in the spirit of military patriotism, the pedagogical conditions necessary for its implementation, and the ways of effectively applying them in the educational process. Military-patriotic education is considered a significant factor in developing loyalty to the Motherland, respect for national values, civic responsibility, and social activity among the younger generation. The article presents a scientific analysis of the organizational and pedagogical foundations of this process, its application in educational institutions, and the improvement of educational mechanisms based on students' age and psychological characteristics.

Keywords: military-patriotic education, mechanisms, conditions, young generation, civic responsibility, pedagogical process, education system.

Educating dedicated and patriotic youth who are ready to fight for the future of society and who live with love for the Motherland remains one of the urgent tasks of today. Determined, goal-oriented youth with strong willpower play an important role in shaping the future of our country. All necessary conditions are being created to ensure that the future generation grows up to be well-rounded, masters science, modern technology and innovations, and receives education and upbringing in accordance with contemporary requirements.

Enhancing the effectiveness of efforts aimed at raising youth in the spirit of patriotism, increasing their activity, involving citizens, state and non-governmental organizations, as well as other civil society institutions in these educational processes, and instilling patriotic and courageous values in the minds of young people are among the pressing issues. Indeed, in today's globalizing world—where the struggle for influencing human consciousness and hearts is intensifying—it is a vital and urgent task to protect youth from various threats, to develop independent thinking, strong convictions, and a firm life position.

In fact, military-patriotic education is a powerful tool that shapes a sense of civic duty, personal responsibility, attachment to the fate of the Motherland, an active life position, firm beliefs, and professional competence in young people. Effective use of this tool requires us to develop ideological immunity against alien ideas, strengthen their sense of responsibility for the destiny of their homeland, and take concrete measures to nurture devoted and highly qualified personnel.

V. I. Lesnyak includes the following components in the concept of "military patriotism": love for

the Motherland, native land, and mother tongue; respect for the past of one's country, national traditions and customs; knowledge of national history; understanding the tasks ahead, patriotism and civic duty; respect for other peoples, their customs and cultures, intolerance toward racial and ethnic hostility; the desire to uphold honor and dignity of the Motherland; respect for the army and readiness to defend the country; readiness to serve national interests; and conscious participation in labor activities that harmonize personal and public interests [109, p.121].

V.A. Daniya, in her dissertation research, notes that several approaches exist regarding the meaning of the concept of “military patriotism”: the competency-based approach defines patriotism as readiness to defend the Motherland; the emotional-axiological approach explains patriotism as a distinct feeling; according to the acmeological approach, patriotism represents the highest moral ideal of a person; the integrated approach views patriotism as a set of personal psychological qualities. As structural components of patriotism, a socio-psychological approach is proposed, which defines patriotism as a special state of society [65, p.10].

Having studied scientific literature related to the issue of patriotism, we consider it appropriate to structure the process of “military-patriotic education” in educational institutions based on the following model (Figure 2.1). This made it possible to identify the structure of the object, its essential characteristics, and the relationships that allow us to present the ideal state of the system.

According to A. Virshchikov, the manifestation of military-patriotic education shows that “military patriotism,” as a feeling, may stimulate social activity in individuals, but under certain conditions, it can turn into depressive passivity and fear for the future of the state and one's own future. Patriotism, as a form of consciousness, can be expressed in various speeches and slogans, but they do not always motivate individuals to socially useful activity for the benefit of the Motherland [41]. Based on our analysis of scientific research, we consider it reasonable to regard military patriotism as an activity, since it must be taken into account that military patriotism functions as a system-forming force that strengthens society.

Russian scholar Simon Polotsky recommends beginning the education of students “from early childhood,” dividing the formation of personality into three stages:

1. up to age 7 – the period of moral education;
2. from age 7 to 14 – the period of practical activities;
3. from age 14 to 21 – the period of intellectual development and civic education, during which the maturing learner must learn to become an honest citizen, as noted in his scholarly work [90, p.51].

Pedagogue V.A. Sukhomlinsky emphasizes the importance of paying special attention to the native language in military-patriotic education, stating: “Love for the Motherland is impossible without love for the mother tongue. Only a person who values the beauty, greatness, and power of his multinational country through his heart, mind, and native word can truly understand it”

[187, p.51].

At the developmental stage of pedagogical science, various classifications of military-patriotic education of the younger generation exist. In our view, military-patriotic education includes the following:

Moral and ethical – awareness of supreme values, ideals, and guidelines of humanity, socially significant processes and real-life events; the ability to manage one's principles, positions, and behavior in practice.

Historical consciousness – knowledge of historical roots, the uniqueness of the Motherland, pride in the destiny and continuity of the nation, and awareness of the present generation's connection to the deeds of their ancestors; historical responsibility for events occurring within society and the state.

Political and legal – formation of civic and constitutional duty, understanding political and legal events and processes in society and the state, military policy, key principles of national security, the military doctrine of the country, and the political role and position of the Armed Forces of Uzbekistan.

Socio-cultural – development of socially oriented and culturally aesthetic attitudes based on the achievements of global and national civilization as an essential component of human development.

Ideological and patriotic – assimilation of the essential moral, ethical, cultural-historical values reflecting the unique characteristics of the formation and development of our society and state, national identity, lifestyle, worldview, and destiny.

Professional activity – formation of conscientious and responsible attitudes toward work related to serving the Motherland, striving to show professional and labor qualities needed to effectively fulfill service duties and assigned responsibilities.

Military-social – forming a positive attitude among citizens toward military administration bodies and state authorities, awareness of the social conditions and guarantees that ensure the proper functioning of the military and other collective structures.

Psychological preparedness – developing high psychological stability among citizens, readiness to perform complex and responsible tasks under any conditions, the ability to overcome difficulties related to military or other types of state service, and other psychological qualities necessary for successful life and teamwork.

Military traditions-based education – representing the historically established, stable forms of relationships, norms of behavior, ethical values, and customs passed down from generation to generation within the military structure of society.

In our view, when classifying the directions of military-patriotic education in school practice,

attention should be paid to the following:

Military-patriotic education as an inseparable part of patriotic education, aimed at forming deep patriotic consciousness among schoolchildren, fostering ideas of serving the Motherland and readiness to defend it with arms, nurturing pride in one's country, respect for military history, aspiration for military service, and preserving and improving military traditions.

Heroic-patriotic education, aimed at promoting military professions, commemorating important historical dates, and fostering pride in the deeds of heroic ancestors.

National-patriotic education, which cultivates love for the Motherland in students, respect for national traditions and culture, and awakens a sense of pride for one's people.

Civic and patriotic education, based on the legal framework that regulates relations between the state and youth, intended to provide young people with all necessary rights in practice.

It should be emphasized that all these directions must be interconnected and integrated in order to achieve the goals of patriotic education; the aims, objectives, principles, forms, and methods of education must be coherent in practical activity.

Organizing patriotic education is a complex managerial and technological process. Moreover, all structural components of this process are interrelated and complement one another, which allows for its purposeful and multifaceted construction.

Social objects that can contribute to implementing patriotic activities among schoolchildren include: local government bodies; veteran, creative, scientific, community and youth organizations; the coordination and integration of activities of religious centers and other religious confessions; creating a legal field for educational institutions to initiate and manage the process of patriotic education of the younger generation; involving regional military units and representatives of military service bodies in the preparation and organization of mass patriotic events [168, pp.51–52].

When implementing military-patriotic education and forming patriotic feelings in students, it is necessary to use methods that promote the accumulation of knowledge and skills over a long-term process. It is necessary to help students form their own positions, study the life events around them, express and evaluate behaviors, and assimilate examples of patriotic orientation and civic activity [151].

Today, many dissertations are devoted to the problem of military-patriotic education of schoolchildren. Although these studies have extensively developed conceptual frameworks, models of patriotic education, and identified criteria for patriotism, the issue of forming military-patriotic education has not yet been sufficiently resolved.

Accordingly, we endeavored to create a model that shapes military-patriotic education. We considered the developed model as an open system with high potential efficiency, and concluded that it is necessary to identify pedagogical conditions that ensure the realization of the social-

educational environment's potential and contribute to the effective functioning of the pedagogical activity system. The developed model of the military-patriotic education process for general secondary schools and lyceums can be successfully implemented through creating a set of pedagogical conditions that ensure its necessity and sufficiency.

Based on analysis of philosophical and scientific psychological-pedagogical literature on the issue of patriotic education of youth and adopting a natural and environment-based approach to the formation of patriotism, we identified the content-specific characteristics of the model we developed, the unique features of the educational process, and the principal indicators of formed patriotism, and formulated the following conditions:

The complex and purposeful influence of the school educational environment in spatial, event-behavioral, informational, and cultural aspects;

Organizing pedagogical support for students' patriotic attitudes and their agency in shaping their own destiny through optimizing creative activity within the school-scale "school — our home" project and social and project activities;

Implementing an educational project "my home, my city, my school" aimed at converting the natural foundations of students' patriotism into social and state values and developing attitudes toward military-patriotic activities in the socio-educational environment.

The educational power of the environment lies in that it serves as a source of the student's development. However, the educative influence of the environment is always limited by the cultural scope inherent in that environment — this is one of its weaknesses.

In the research, the environment is defined as the milieu in which the subject lives; through it, the subject's development is mediated and an average-evaluative lifestyle of the individual is formed. Mediation means promoting, assisting, creating something. Mediation implies processes such as testing, enriching, etc. This interpretation of the environment — emphasizing the importance of the environment as an active mediating agent rather than merely a background for the subject — is more acceptable for the considered approach [122].

In this approach, there exists the concept of "place" or "space" designed to meet the individual's needs and to ensure the expression of his subjective characteristics, which enables the student's development as a person. The environment becomes an educational means through its appropriate values. The set of characteristics is the main distinguishing feature of this place. Thus, if in the logic of the environmental approach "place" is taken as the arena of environmental opportunities and its various aspects (spatial, event-behavioral, informational-cultural) are taken into account, it becomes necessary for our research to identify groups provided with the corresponding spectra of opportunities.

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