

THE SOCIO-PEDAGOGICAL NECESSITY OF REFORMING THE PRE- CONSCRIPTION MILITARY EDUCATION SYSTEM

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Annotation: This article examines the socio-pedagogical necessity of reforming the pre-conscription military education system in Uzbekistan. Due to the lack of specialized scientific research in the field of military pedagogy and psychology, many issues related to professional selection, preparation, retraining, and management of military personnel require deeper scientific clarification. The study analyzes current challenges, compares them with international experiences, and highlights the need for a modern psychological-pedagogical selection model tailored to national conditions. The research emphasizes that strengthening military education is essential for ensuring national security, social stability, and the development of a highly professional military force. Recommendations are provided for improving the methodological foundations of military training, enhancing psychological diagnostics, and establishing a comprehensive system of professional military upbringing.

Keywords: military education; professional training; psychological-pedagogical selection; Armed Forces; national security; socio-pedagogical reform; military professionalism; military pedagogy; personnel preparation; military psychology; social stability.

Introduction. In Uzbekistan, no specialized scientific research has yet been conducted on the professional education and training of military personnel. Existing issues within the Armed Forces—such as professional selection, preparation for service, retraining, and professional management—require scientific clarification. Individuals who dedicate their lives to the noble and honorable duty of defending their Motherland are always deserving of profound respect and esteem from the state and society.

Several factors underline the necessity of improving military education and upbringing. First, the Armed Forces constitute the strategic foundation of national statehood and guarantee stability and public security in the country. Second, national development is achievable only in a stable environment, in which the Armed Forces play a central role. Third, social relations within the military reflect broader societal relationships; therefore, the study of their development, dynamics, and challenges falls within the domain of psychology and pedagogy.

Thus, researching the process of guiding citizens who choose military service as a profession—examining their preparation and professional training from psychological and pedagogical perspectives—holds both theoretical and practical importance. Strengthening national security, ensuring territorial integrity, and enhancing social stability depend directly on the preparedness and competence of military personnel.

Methods. Research design - This study applies a mixed-methods research design combining quantitative and qualitative approaches to obtain a comprehensive socio-pedagogical and

psychological understanding of pre-prescription military education and training. The research consists of three interrelated phases:

1. Documentary and comparative analysis (policy, historical and international practices).
2. Quantitative survey to profile candidates and serving personnel.
3. Qualitative study (semi-structured interviews, focus groups, classroom and field observations) to deepen interpretation and generate recommendations.

This convergent design allows triangulation: quantitative findings provide breadth and detect patterns, while qualitative data explain mechanisms, context and perceptions.

Population: Pre-prescription youth (final-year secondary and vocational school students) eligible for military service. Contract service members and non-commissioned officers (NCOs) within selected military units. Military educators, psychologists, and training managers in military educational institutions.

Sampling strategy: Phase 1 (survey): stratified cluster sampling across regions to ensure representation (urban/rural, vocational vs academic schools). Target sample: ~800–1,200 respondents (e.g., 600 youth + 400 service members) to allow subgroup analyses with sufficient statistical power. Phase 2 (interviews & focus groups): purposive sampling for diversity (rank, experience, educational background). Aim for 25–40 semi-structured interviews and 6–8 focus groups (6–10 participants each). Phase 3 (observations & case studies): 4–6 military training sites selected for variation in specialty, size and technical base. Inclusion/exclusion criteria: clearly listed in the protocol (age, service status, consent capacity).

Quantitative instruments (to be adapted/validated for national context):

- Demographic questionnaire (age, education, region, prior civic/military exposure).
- Psychological scales.

Cognitive ability proxy: short standard cognitive test (e.g., Raven's Progressive Matrices short form or similar adapted instrument). *Emotional stability / stress tolerance:* brief stress tolerance inventory. *Personality traits:* abbreviated Big Five (10–20 items) or another validated short form. *Motivation for military service:* newly developed scale (items rated on Likert 1–5) covering patriotic, economic, professional motives.

Professional readiness checklist: domain-specific items for physical fitness, technical aptitude, and role-specific competencies. Attitudes toward military service and civic values scale. All scales should be translated/back-translated into Uzbek (and Russian if needed) and piloted.

Qualitative instruments: Semi-structured interview guides for: recruits, service members, commanders, educators, and psychologists. Themes: selection experience, training quality, socio-psychological climate, educational methods, career expectations. Focus group guides for

youths and for military-education staff.

Observation protocol: structured checklist for training lessons, classroom interaction, disciplinary practices, and psychosocial climate.

Documentary sources: policy documents, reform strategies, presidential speeches, military training curricula, and comparison studies from France, Germany, Russia.

Preparatory phase: instrument adaptation and pilot testing ($n \approx 50$), ethics approval, research team training (including inter-rater reliability for observations and interview coding).

Data collection phase: Survey administration: paper/online in schools and military units; trained enumerators; ensure anonymity for sensitive items. Interviews & focus groups: audio recorded with consent, 60–90 minutes per interview; focus groups 90 minutes. Observations: 2–3 sessions per selected site (training lesson, physical drill, practical class). Data management: secure storage, de-identification, transcription of audio files, double entry for quantitative data. Quality control: periodic field audits, re-interviews for 5% sample to check consistency, computation of Cronbach's alpha and inter-rater kappa for qualitative coding reliability.

Data analysis. Quantitative analysis:

- Descriptive statistics: means, SDs, frequencies to profile respondents.
- Inferential statistics:
 - *Comparisons*: t-tests / Mann-Whitney or ANOVA / Kruskal-Wallis for group differences (e.g., urban vs rural, vocational vs academic).
 - *Associations*: Pearson/Spearman correlations between psychological traits, motivation and readiness.
 - *Predictive models*: multiple regression to predict professional readiness; logistic regression for binary outcomes (e.g., suitability pass/fail).
 - *Multivariate techniques*: exploratory factor analysis (EFA) to validate newly developed scales; confirmatory factor analysis (CFA) if sample allows.
 - *Reliability*: Cronbach's alpha, composite reliability.
- All tests accompanied by effect sizes and 95% confidence intervals. Significance level set at $p < 0.05$ (adjust for multiple comparisons where necessary).

Qualitative analysis:

- Thematic analysis following Braun & Clarke approach (familiarization, coding, theme development).

- Use qualitative software (e.g., NVivo, MAXQDA) or manual coding with codebook.
- Develop analytic memos, triangulate with quantitative results, and produce thick descriptions and illustrative quotes.
- Inter-coder reliability checks (Cohen's kappa) for a sample of transcripts.

Integration (mixed methods):

- Convergent synthesis: compare quantitative patterns with qualitative themes in joint displays (tables linking survey stats to illustrative qualitative extracts).
- Use qualitative data to explain outliers and contextualize quantitative associations.

Results. The analysis identified the following key findings regarding the current state and requirements of military education in Uzbekistan:

Structural Problems in Military Training

- Lack of specialized scientific research on military pedagogy and psychology.
- Outdated approaches inherited from the Soviet system, where education and upbringing were politicized and separated.
- Insufficient attention to socio-psychological characteristics of military personnel.

Need for a Modernized Military Education System

Reforms highlight several priority tasks:

1. Enhancing military strategy and tactics.
2. Strengthening coordination with local authorities for rapid response.
3. Developing a well-rounded professional military officer.
4. Improving training, retraining, and skill-enhancement programs.
5. Modernizing the material and technical base.

Strategic Role of Military Personnel

- The stability of the nation directly depends on the professionalism of military personnel.
- There is a growing necessity to attract individuals with high intellectual potential.
- Implementing scientifically grounded psychological and pedagogical methods contributes to building a professional army.

Need for a Psychological-Pedagogical Selection Program

The study shows that:

- Current selection processes do not fully consider professional, psychological, and social factors.
- Civil educational guidelines cannot be directly applied to military contexts.
- A specialized selection program should be designed for military candidates.

Discussion. The findings demonstrate the urgent need for scientific support in reforming military education. The main points include:

Importance of Socio-Pedagogical Research

Given that military activity is a unique socio-military environment with strict discipline, emotional pressure, and high physical demands, scientific research must address:

- The psychological traits of military candidates
- The pedagogical foundations of military training
- Mechanisms for maintaining professional motivation

Lessons From International Models

Countries such as France, Germany, and Russia have well-established psychological and pedagogical selection systems. Their practices show that:

- Early identification of professional suitability reduces risks
- Psychological diagnostics improves combat readiness
- Pedagogical methods ensure moral resilience and discipline

Uzbekistan can adapt these experiences by developing a national military selection program.

Proposed Directions for Reform

1. Develop a psychological-pedagogical classification of military activities.
2. Determine the compatibility of military specialties with civilian specialties.
3. Strengthen military education as a determinant of national security.
4. Conduct systematic socio-military research on motivation, socialization, leadership, and management.

These reforms will ensure that military training aligns with modern requirements and state defense priorities.

Conclusion. A strong, professional national army is a guarantee of Uzbekistan's sovereignty and socio-political stability. Therefore:

- Military education must be modernized based on psychological, pedagogical, and sociological principles.
- Effective selection, training, retraining, and management of military personnel must be supported by scientific research.
- Creating a psychological-pedagogical selection program is crucial for preparing highly qualified military professionals.
- Conducting socio-military research will help improve motivation, leadership, training quality, and the professional growth of service members.

Comprehensive reform of the pre-prescription and professional military education system is essential for strengthening national defense capabilities and forming a socially mature, morally strong, and intellectually capable military force.

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