

## DISTINCTIVE FEATURES OF MILITARY EDUCATION IN GERMANY

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**Abstract.** The article investigates the unique features which define German military education by studying its historical evolution and its current administrative framework and its teaching methods. The study shows that German military education system follows four main principles which include Innere Führung as its main concept and civilian academic standards and democratic values and professional development programs.

**Keywords:** military education, Germany, Bundeswehr, Innere Führung, professional military development, defense training, higher military education

**Annotatsiya.** Ushbu maqola Germaniyada harbiy ta'limning o'ziga xos xususiyatlarini ko'rib chiqadi hamda uning tarixiy rivojlanishi, tashkiliy tuzilmasi va pedagogik yondashuvlarini tahlil qiladi. Tahlil natijalari shuni ko'rsatadiki, Germaniya harbiy ta'limi *Innere Führung* (ichki yetakchilik) tamoyiliga asoslanadi, fuqarolik akademik standartlari bilan integratsiyalashgan, demokratik qadriyatlarga urg'u beradi va harbiy mutaxassislarni har tomonlama kasbiy rivojlantirish tizimini o'z ichiga oladi.

**Kalit so'zlar:** harbiy ta'lim, Germaniya, Bundesver, Innere Führung, harbiy kasbiy rivojlanish, mudofaa tayyorgarligi, oliy harbiy ta'lim

**Аннотация.** В данной статье рассматриваются отличительные особенности военного образования в Германии, анализируются его историческое развитие, организационная структура и педагогические подходы. Анализ показывает, что немецкое военное образование характеризуется принципом *Innere Führung* (внутреннего руководства), интеграцией гражданских академических стандартов, акцентом на демократических ценностях и комплексными рамками профессионального развития военнослужащих.

**Ключевые слова:** военное образование, Германия, Бундесвер, Innere Führung, профессиональное военное развитие, оборонная подготовка, высшее военное образование

**Introduction.** Military education systems in different countries display their historical and political and cultural heritage because they serve as essential training centers which prepare defense personnel to handle present-day security threats which require their specialized knowledge and abilities [1]. Germany shows an exceptional military education system because its historical development after two world wars led to the creation of democratic armed forces through controlled military reconstruction efforts [2]. The establishment of the Bundeswehr in 1955 marked a decisive departure from previous German military traditions, necessitating the creation of an entirely new educational philosophy that would prevent the recurrence of militarism while maintaining effective defense capabilities [3]. The special aspects of German military education system demonstrate to researchers who study defense education methods between different countries that military needs should become integrated with democratic principles and civilian education requirements.

**Methodology and Literature Review.** The researchers used qualitative research methods to systematically study academic literature about German military education. The analysis uses a theoretical framework which integrates concepts from comparative education studies and



military sociology to analyze civil-military relationships and professional military development theories [4]. The literature shows that German military education exists within a unique educational system which developed during the early years of the Bundeswehr's establishment. The framework's foundation rests on the Innere Führung principle which combines inner leadership with leadership development and civic education to create a complete system that trains soldiers to become both military experts and active democratic citizens [5]. Russian military scholars have identified this principle as the fundamental element which sets German military education apart from military training practices used in other European countries because it teaches soldiers about the moral and political aspects of military service instead of only technical and tactical skills [6].

The German military education system operates through multiple institutional levels which include the academic programs of Bundeswehr Universities located in Hamburg and Munich which offer degree programs at the same level as civilian universities and the officer training academies and specialized military schools for different military units and functions [7]. Uzbek researchers studying international military education systems found that the German system effectively combines military training with civilian academic standards which permit military personnel to acquire recognized credentials that help them transition to civilian employment after their military service ends [8]. German military education programs require their officers and non-commissioned officers to evaluate Germany's military history as a required element of their professional training, which establishes a high standard for historical awareness and ethical evaluation [9]. The German society uses this method to fulfill its commitment to Vergangenheitsbewältigung, which involves handling and processing the complex historical legacy that the Nazi era and its military systems left behind [10].

**Results and Discussion.** The study of academic research shows multiple characteristics that define modern German military training which distinguishes it from similar training programs found in different countries. The principle of Innere Führung emerges as the foundational philosophical element, establishing that German soldiers must be conceived as citizens in uniform who belong to the military through their special values and loyalties [1]. Educational practice needs to develop military training programs which teach both technical skills and critical thinking abilities and ethical reasoning skills and dedication to democratic constitutional values [3]. The educational philosophy of this program shows itself through its curriculum design which combines political education and historical studies and ethics with traditional military training programs to teach personnel about their military duties and the restrictions that democratic systems put on military operations.

German military universities operate as independent institutions because their academic staff maintains academic freedom while their academic staff works for military command centers. The system guarantees that military educational institutions provide academic programs which enable students to comprehend advanced strategic matters and policy challenges because they need to think critically without automatic order execution. The literature indicates that this approach has been largely successful in developing military leaders who can navigate the political dimensions of contemporary security challenges while maintaining appropriate deference to civilian political authority. The German system shows its special character through its military educational system, which teaches historical military knowledge. German military education focuses on training students to think critically about historical events, which German society considers heroic, while using their critical thinking skills to develop ethical standards and learn to refuse illegal orders.

**Conclusion.** This analysis has identified several distinctive features that characterize military education in Germany, including the foundational principle of Innere Führung, integration with civilian academic standards, emphasis on historical consciousness and ethical reflection, and participation in European educational frameworks. These characteristics reflect



Germany's deliberate effort to construct military institutions compatible with democratic values following the historical catastrophes of the twentieth century. The German model demonstrates that effective military education can successfully combine professional competence with democratic citizenship, offering valuable insights for other nations seeking to develop armed forces that serve constitutional governance rather than threatening it. The limitations of this study include its reliance on published literature rather than direct empirical investigation of educational practices, suggesting that future research might productively employ observational or interview methodologies to examine implementation of these principles in actual educational settings.

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