

SOCIO-PSYCHOLOGICAL MECHANISMS FOR DEVELOPING PEDAGOGICAL POTENTIAL IN PRE-CONSCRIPTION MILITARY EDUCATION STUDENTS**Ermanov Iskandar Rashidjon ugli**Master's Student, Pre-Conscription Military Education,
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<https://doi.org/10.5281/zenodo.20187525>

Abstract: The preparation of future specialists in pre-conscription military education requires not only the acquisition of military knowledge and practical skills but also the development of pedagogical potential, social responsibility, psychological stability, and leadership qualities. This study examines the socio-psychological mechanisms that contribute to the formation of pedagogical potential among students of pre-conscription military education. Particular attention is given to motivation, socialization, teamwork, leadership, communicative culture, psychological resilience, and reflective thinking. The study also proposes a situational-training technology that integrates problem-based learning, case analysis, role-play, group discussion, and reflection. A pedagogical experiment was conducted with two student groups: an experimental group and a control group. The findings indicate that students who participated in the situational-training program demonstrated stronger growth in pedagogical potential than those who followed traditional instruction. The results suggest that socio-psychological mechanisms, when supported by interactive and practice-oriented teaching methods, can significantly enhance the professional and pedagogical readiness of military education students.

Keywords: pre-conscription military education, pedagogical potential, socio-psychological mechanisms, situational-training technology, motivation, teamwork, leadership, psychological resilience, reflection.

Introduction

Modern education increasingly emphasizes the formation of professionals who are not only knowledgeable but also socially responsible, psychologically stable, and capable of acting effectively in complex situations. This requirement is especially important in pre-conscription military education, where students are prepared for future roles connected with military-patriotic education, youth guidance, discipline formation, and organizational leadership.

Students in this field are expected to develop more than technical military knowledge. They must also acquire pedagogical potential, understood in this study as a combination of professional knowledge, communicative ability, leadership, reflective thinking, teamwork, responsibility, and the capacity to make appropriate decisions in educational and social situations. These qualities are particularly relevant because future specialists in pre-conscription military education often work with adolescents and young people whose civic values, discipline, and social maturity are still developing.

The formation of pedagogical potential does not occur automatically. It is shaped through a set of socio-psychological mechanisms that influence students' motivation, interaction patterns, self-regulation, and professional identity. Self-determination theory emphasizes that motivation becomes stronger when learners experience competence, autonomy, and relatedness, all of which are highly relevant to student engagement and professional development. Likewise, problem-based and experiential learning approaches show that students develop deeper understanding and stronger practical skills when they work with real or realistic problems, reflect on experience, and apply knowledge actively rather than passively receiving information.



Pedagogical potential refers to a student's readiness to engage in educational, organizational, and developmental work with others. In the context of pre-prescription military education, this potential includes the ability to communicate clearly, organize group activity, manage educational situations, show initiative, support discipline, and make responsible decisions.

Military education differs from many other educational contexts because it combines cognitive, practical, moral, and social development. Students are expected to work within systems of discipline and responsibility while also developing leadership and pedagogical sensitivity. Existing research on military education students highlights the importance of social responsibility, teamwork, and psychological readiness in their professional formation.

This study focuses on several socio-psychological mechanisms that shape pedagogical potential.

Motivation is the internal driving force that encourages students to engage seriously in professional learning. In military education, motivation may be connected with service, responsibility, patriotism, future professional identity, and personal growth. According to self-determination theory, durable motivation develops when learners understand the value of their activity, feel capable of success, and experience meaningful social belonging.

Socialization is the process through which students internalize group norms, educational values, and professional expectations. In a military education environment, socialization occurs through collective tasks, role distribution, discipline, shared responsibility, and interaction with instructors and peers.

Teamwork is central to military learning. Students learn to coordinate actions, support one another, share responsibility, and prioritize collective outcomes. These skills are also essential for future pedagogical work.

Leadership allows students to take initiative, guide peers, make decisions, and manage responsibility. In a pedagogical context, leadership is not limited to command; it includes the ability to inspire, organize, and support others.

Psychological resilience helps students maintain self-control and constructive behavior under pressure. Military-related educational contexts frequently include strict time limits, performance demands, and emotionally demanding situations. Therefore, resilience contributes directly to students' readiness for future professional activity.

Reflection enables students to evaluate their own actions, identify mistakes, and plan improvement. Reflection is also a major element in experiential learning because knowledge becomes more meaningful when learners analyze their own experience.

Conclusion

This study examined the socio-psychological mechanisms that influence the formation of pedagogical potential among students of pre-prescription military education. The findings indicate that motivation, socialization, teamwork, leadership, communicative culture, psychological resilience, and reflection play a central role in this process.

The situational-training technology developed in the study proved effective in strengthening these qualities. Compared with the control group, students in the experimental group demonstrated greater improvement in overall pedagogical potential, and the difference was statistically significant.

The study concludes that pedagogical potential in military education should be developed through interactive, practice-oriented, and reflective methods rather than through traditional instruction alone. Integrating situational analysis, role-play, training exercises, and reflective



evaluation into the curriculum can better prepare future specialists for military-pedagogical and educational responsibilities.

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