

PSYCHOLOGICAL-PEDAGOGICAL BASIS OF EDUCATING STUDENTS IN A MILITARY-PATRIOTIC SPIRIT

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Abstract: *This article discusses the current psychological and pedagogical foundations of educating students of higher educational institutions in the spirit of military-patriotic education. The article analyzes the issues of pedagogical approaches to the formation of love for the Motherland, a sense of duty and responsibility in the minds of young people, as well as the integration of psychological laws inherent in the age characteristics of students.*

Keywords: *military-patriotic education, students, psychological-pedagogical approach, love for the Motherland, national idea, ideological immunity, spiritual and moral qualities, military duty, personality formation, educational process.*

In studying the psychological foundations of the formation of a military-patriotic spirit in students and youth, the issue of protecting their minds and hearts from alien ideological influences comes to the fore. After all, as President Sh.M. Mirziyoyev noted: "Forming a healthy lifestyle, a sense of respect for national and universal values, and protecting them from various ideological attacks in the hearts and minds of our youth is our most important task." This requires the systematic organization of military-patriotic education based on psychological and pedagogical approaches.

As is known, the formation of a military-patriotic spirit in the nature of students and youth is a multifaceted psychological process, which is closely related to the internal motivation of the individual, the system of values, and the level of awareness of his social duty. From a psychological perspective, patriotism is a stable will system aimed at the individual taking responsibility for his past, cultural heritage and state security. The pedagogical foundations of this process require the consistent and systematic development of the skills of loyalty to the homeland in students, taking into account their age characteristics.

Military-patriotism is a complex socio-pedagogical phenomenon that forms such qualities in the younger generation as loyalty to the country, constant readiness to ensure national security, recognition of military service as a sacred duty, unlimited respect for state symbols and the national army. In a broad sense, this concept expresses loyalty to the state, nation, people's history and the ideas of independence, while in a narrow sense

it means a positive approach to serving in the army and a desire to conscientiously fulfill military obligations.

From a historical point of view, military-patriotic ideas have long been the spiritual pillar of every society. In particular, in the state policy of Sahibkiran Amir Temur, the principle that protecting the Motherland and faith is the duty of every man was paramount. Today, this concept is gaining even more relevance in the process of strengthening the independence of Uzbekistan and increasing the prestige of our national army. Military-patriotism consists of several important components, which play a decisive role in the comprehensive development of a person.

Love for the homeland is an expression of high respect for the land of Uzbekistan, its sacred borders, native language and rich culture. Such a feeling encourages young people to live with a sense of involvement in the development of the country and to be active in social life.

National pride is a feeling of pride in the heroism of our ancestors, historical victories and the potential of our modern Armed Forces. This feeling further strengthens the loyalty of young people to their people and state.

Readiness for military service - indicates a person's readiness to perform military duties not only physically, but also psychologically and spiritually. In this regard, strong will, discipline, stress resistance and collective responsibility are of particular importance.

The spirit of selflessness is the highest example of military patriotism, which manifests the virtue of putting the interests of the nation and the state above personal interests. This quality makes young people determined and courageous.

Respect for state symbols - glorification of the flag, coat of arms, anthem and military attributes - is an important indicator of the political culture of young people and the level of awareness of national identity. The harmony of these components serves as the main foundation for educating students and young people as reliable defenders of our country and patriotic citizens.

From a pedagogical point of view, military-patriotic education forms the following socio-moral qualities in young people:

- responsibility;
- discipline;
- courage and endurance;
- teamwork and mutual assistance;
- a desire to constantly work on oneself;

Today, this concept means not only readiness for military service, but also: appreciation of peace and stability among young people, loyalty to social harmony, and putting the interests of the state above personal interests.

Modern military-patriotism also includes the upbringing of conscious young people who can resist information threats, the dissemination of patriotic ideas on social networks, cyber-defense, national security, and preparation against modern technological wars.

Psychological characteristics of students and their connection with military-patriotic education are as follows: the age range of 18-25 is one of the most sensitive stages in human life for psychological, social, and moral maturation. During this period, the process of self-awareness, independent decision-making, and worldview formation in a person is actively underway. As psychologist A.Ganiyeva noted, it is during the student period that personal identification - that is, the need for a person to associate himself with a specific social role in society - increases. [1]

Students are usually a goal-oriented, independent-thinking, sensitive to social justice, prone to imitation and impressionability, making decisions based on inner confidence and spiritual foundations.

Effective ways to influence them at this age are to provide positive motivation (recognition, trust, task assignment), show real-life examples (peers who served in the army, heroes who sacrificed their lives in defense of the homeland), create conditions for free expression of one's opinion (debates, open dialogues), and awaken national pride through the combination of spiritual and historical roots.

The psychological characteristics of this age make it possible to organize military-patriotic education more effectively. Especially when young people associate themselves with the high social role of "Defender of the Fatherland", this determines not only their civic position, but also their life direction.

The psychological characteristics of students at a young age require an understanding of their inner world, way of thinking and their place in society. Between the ages of 18 and 25, young people are interested in independent thinking, striving to learn new ideas and trying to form a personal identity. During this period, patriotism, civic duty and attitude to society are formed.

From our point of view, the issue of educating students in a military-patriotic spirit is currently relevant not only for the education system, but also for the socio-cultural stability of society. In such educational activities, it is important to take into account the psychological characteristics of young people, their interests, life position and stages of personal development. It is precisely at the age of 18-25 that students are in the period of searching for their own philosophy of life and forming their ideological views. Therefore, it is necessary to rely on modern and effective pedagogical approaches in educating them in a military-patriotic spirit.

This process can be organized on the basis of the following basic psychological characteristics and educational approaches.

First, young students have an independent mind and strive to form their own decisions. Taking this feature into account, a person-oriented approach should be used. Through this approach, it is possible to approach each student individually, identify their interests and internal motivations, and link them to patriotic activities. For example, studying the events related to the military traditions of the student's family or participating in essay competitions dedicated to the defenders of the homeland will serve to strengthen their inner confidence.

Secondly, people of this age group look for positive role models in society and tend to follow leaders. This makes it possible to effectively apply the approach of awakening historical consciousness. By studying the lives of historical heroes and examples of courage in wars, young people begin to be proud of the glorious past of their people. This will strengthen their national pride and patriotic feelings.

Thirdly, young people are on the path of ideological search, they are trying to find their place in society. At this stage, they need not only theoretical knowledge, but also practical experience. From this point of view, an approach based on the principle of activity is of great importance. Through methods such as military camps, role-playing games, team projects, staged lessons, students are directly involved in action. This forms a sense of military discipline, teamwork, cooperation and responsibility in them.

The above three main pedagogical approaches - individual orientation, activity and awakening of historical consciousness - complement each other and serve to form a military-patriotic spirit in accordance with the natural developmental needs of young people. This, in turn, strengthens the students' sense of duty to the Motherland, people and society, and the feeling of being part of these values.

In today's era, the stability and future of each state directly depend on the upbringing of the younger generation. In particular, the issues of love for the Motherland, a sense of civic duty and an understanding of responsibility to society are gaining importance.

From this perspective, a correct understanding of the content and purpose of military-patriotic education is an urgent task. In particular, "Military-patriotic education should be a means of preparing the younger generation not for combat, but for high social responsibility and self-sacrifice." [2] In fact, military education means that it should not only include external factors such as weapons, discipline, combat training, but also high concepts such as internal spiritual and moral education, social consciousness, self-sacrifice and an understanding of civic duty. Military-patriotic education educates young people as conscious, disciplined, law-abiding individuals who are not indifferent to the fate of society. As a result of such education, young people can find their place not only in the military sphere, but also in peaceful life as responsible citizens. Therefore, this education is not a preparation for war, but a means of raising patriotic and selfless people capable of preserving peace.

Also, modern military-patriotic education should be aimed not only at instilling military skills, but also at developing young people as individuals with high social responsibility.

According to Kh. Olimov, in the process of military-patriotic education, socio-spiritual values such as selflessness, loyalty, and honesty should be instilled in the minds of young people.

Also, various pedagogical forms and tools play an important role in the effective organization of military-patriotic education. These tools, in addition to influencing the knowledge, skills, and views of students, serve to form their personal life position. Below are the main educational tools aimed at developing military-patriotic consciousness in students:

Open lessons and seminars on the topic of patriotism. Open lessons and thematic seminars should be organized to give students a deep understanding of the Motherland, nation, historical heroes, and military honor. In such lessons, students are actively involved in the subject through interactive methods (discussion, question and answer, video clips, slide presentations). Students also have the opportunity to think independently, express their attitude, and understand their place in society.

Excursions to military units. Introducing students to actual military life is an important tool in forming their interest and conscious understanding. During excursions to military units, students directly see military equipment, training, military discipline, and service procedures. This serves to increase their respect for the Motherland.

Meetings with students or officers who served in the army. The life experience of people who have seen service to the Motherland with their own eyes is a great source of motivation for young people. By organizing meetings with students or officers who have served in the army, students are presented with real-life examples. Through this tool, concepts such as social responsibility, patriotism, and loyalty to duty are strengthened in students.

Also, the importance of cooperation between the family, society, and educational institution is incomparable.

As is known, the actions of educational institutions alone are not enough to educate students and young people in the spirit of military patriotism. In order for this educational system to give effective results, it requires close cooperation between the family, society, and educational institution. Such an approach is called an integrated educational system.

In addition, the “Education Concept” states that Patriotic Education is a multifaceted, systematic and continuous process, in which parents, representatives of the local community, educators and specialists related to the military sphere should act in the same direction.[3]a

This cooperation is carried out in the following areas:

The family as a primary source of education. A sense of patriotism in a student is formed primarily through family values, the words of parents who have reached their hearts, and their own example. Positive ideas about the Motherland, people, and nation in the family create a solid foundation.

Society as a social motivating factor. Youth can be set a social example through neighborhood activists, youth leaders, people who have served in the military, former military personnel, and council representatives. Events and meetings with their participation have a great impact on youth.

Educational institution as a scientific and theoretical basis and practical field. The educational institution is at the center of this process through curricula, educational work plans, military electives. Teachers, dean's office, and education officials are the main coordinators organizing this work.

Thus, cooperation between family-society-education is the foundation of military-patriotic education. When all three systems operate in a complementary manner, students develop a strong civic position, loyalty to the Motherland, and a sense of social responsibility. This is a decisive factor in the military-moral development of the youth of modern Uzbekistan.

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