USING NATIONAL VALUES TO FOSTER PATRIOTISM AND A SENSE OF MILITARY DUTY AMONG STUDENTS OF THE FACULTY OF MILITARY EDUCATION

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Annotation. *This article is devoted to the study of the pedagogical potential of national values, folklore and the heritage of historical military leaders in fostering patriotism and a sense of military duty among students of the faculty of military education. The study analyses historical sources, the national pedagogical heritage, the psychology of values and the theory of learning through role models. A training module entitled "Great Ancestors: A School of Courage" is developed on the basis of the lives of historical figures such as Tomyris, Shiraq, Spitamenes, Jalaluddin Manguberdi, Temur Malik and Amir Temur, and in each session the historical value is linked with the requirements of modern military service. The article presents a four-stage lesson structure, methods for assessing outcomes and proposals for introducing the module into practice.*

Keywords: *national values, patriotism, military duty, student, youth, historical memory, Amir Temur, Jalaluddin Manguberdi, value-based approach, faculty of military education.*

HARBIY TA’LIM FAKULTETI TALABALARIDA VATANPARVARLIK VA HARBIY BURCH HISSINI TARBIYALASHDA MILLIY QADRIYATLARDAN FOYDALANISH

Annotatsiya. *Ushbu maqola harbiy ta’lim fakulteti talabalarida vatanparvarlik va harbiy burch hissini tarbiyalashda milliy qadriyatlar, xalq og‘zaki ijodi va tarixiy sarkardalar merosidan foydalanishning pedagogik imkoniyatlarini tadqiq etishga bag‘ishlangan. Tadqiqotda tarixiy manbalar, milliy pedagogik meros, qadriyatlar psixologiyasi va namuna orqali o‘rganish nazariyasi tahlil qilingan. To‘maris, Shiroq, Spitamen, Jaloliddin Manguberdi, Temur Malik va Amir Temur kabi tarixiy shaxslar hayotiga asoslangan “Buyuk ajdodlar – jasorat maktabi” o‘quv moduli ishlab chiqilgan, har bir mashg‘ulotda tarixiy qadriyat zamonaviy harbiy xizmat talablari bilan bog‘langan. Maqolada mashg‘ulotlarning to‘rt bosqichli tuzilmasi, natijalarni baholash usullari hamda modulni amaliyotga joriy etish yuzasidan takliflar keltirilgan.*

Kalit so‘zlar: *milliy qadriyatlar, vatanparvarlik, harbiy burch, talaba, yoshlar, tarixiy xotira, Amir Temur, Jaloliddin Manguberdi, qadriyatli yondashuv, harbiy ta’lim fakulteti.*

INTRODUCTION

The national values of every people embody its centuries-old historical experience, spiritual heritage and principles of life. In the value system of the Uzbek people, devotion to the Motherland, honour, courage, respect for the memory of ancestors and the preservation of peace in the homeland have long occupied a high place. The proverb “Better to be a beggar in your own land than a king in a foreign one” shows how sacred the notion of the Motherland is in the people's consciousness.

In the context of globalisation, some young people show a weakening of national self-awareness and a shift in value orientations under the influence of mass culture. In these circumstances, fostering patriotism and a sense of military duty on the basis of national values acquires particular importance for students of the faculty of military education – future reserve officers and teachers of pre-conscription basic training. Patriotism that is not rooted in history may remain superficial and unstable.

The Law of the Republic of Uzbekistan "On State Youth Policy" defines the education of young people in the spirit of patriotism and respect for national and universal values as one of the main directions of state youth policy [1]. The Development Strategy of New Uzbekistan for 2022–2026 includes spiritual development and the education of youth among its priorities [2].

The book "Strategy of New Uzbekistan" also pays particular attention to the study of the rich spiritual heritage and to the education of young people [3].

At the same time, an analysis of practice shows that at faculties of military education the use of national values and the heritage of historical military leaders is often unsystematic and episodic: this heritage is mentioned mainly at festive events and is not sufficiently linked with the content of military subjects or with the student's future service.

The aim of the article is to substantiate the pedagogical potential of using national values to foster patriotism and a sense of military duty among students of the faculty of military education, and to develop a training module based on a value-based approach together with a methodology for its application.

LITERATURE REVIEW AND METHODS

The territory of Uzbekistan is rich in vivid examples of the defence of the Motherland.

The Greek historian Herodotus, in his "Histories", tells how Tomyris, queen of the Massagetae, defeated the army of the Persian king Cyrus II [4]. The deed of the Saka shepherd Shiraq, who led the enemy army astray into the desert at the cost of his own life, the long struggle of Spitamenes against the armies of Alexander the Great, and the heroic resistance of Jalaluddin Manguberdi and Temur Malik against the Mongol invasion have been preserved in the people's memory as symbols of the defence of the homeland. The "Institutes of Timur" set out principles of state governance and army organisation based on justice, discipline, consultation and courage [5].

In the national pedagogical heritage, patriotism was regarded as an integral part of moral education. Abdulla Avloni, in his work "The Turkic Rose Garden, or Ethics", closely linked moral virtues with the prosperity of the Motherland and the nation and called on the younger generation to be responsible for their homeland [6]. O. Musurmonova considered spiritual values to be the substantive basis of youth education and emphasised that values become inner convictions only through the individual's active attitude towards them [7]. M. Ochilov interpreted the personality of the teacher as a decisive factor in education [8].

In the psychology of values, M. Rokeach defined values as a system of enduring beliefs that guide behaviour and developed a method for measuring them [9]. A. Bandura, in his social learning theory, showed that the prestige of a role model and its similarity to the observer are important for acquiring behaviour and values [10]. V.A. Sukhomlinsky substantiated that civic feeling is formed through historical memory, emotional experience and practical activity [11]. D. Kolb's experiential learning theory explains that knowledge is firmly acquired through a cycle of concrete experience, reflection, conceptualisation and active experimentation [12].

The study used theoretical analysis; comparative analysis of historical sources and pedagogical literature; analysis of the educational content of folklore; pedagogical modelling; and generalisation of the experience of educational and outreach work at the Faculty of Military Education of Bukhara State Pedagogical Institute and of the author's own teaching practice.

RESULTS

As a result of the analysis, a training module entitled “Great Ancestors: A School of Courage” was developed for students of the faculty of military education. The module is designed for 12 academic hours and consists of six sessions. In each session, the value embodied in the life of a historical figure is identified and linked with the present-day service of a future officer.

The first session is “Tomyris and Shiraq: Self-sacrifice for the Freedom of the Motherland”. It reveals the values of freedom of the Motherland, determination and self-sacrifice and compares them with readiness to defend the sovereignty and territorial integrity of the state and to accomplish a combat mission under any conditions. Using the example of Shiraq, the importance of knowing and using the terrain – the knowledge of military topography and reconnaissance – is also shown.

The second session is “Spitamenes: A Long Struggle Against Invaders”. It is devoted to the values of perseverance and willpower, which students link with psychological resilience in the face of prolonged hardship and with endurance in the difficulties of service.

The third session is “Jalaluddin Manguberdi and Temur Malik: An Unbroken Spirit”. The values of honour, determination and military duty are discussed. The fact that Jalaluddin Manguberdi continued to fight after heavy defeats without surrendering is interpreted as an example of not losing heart in difficult situations and of remaining faithful to the military oath.

The fourth session is “Amir Temur: Military and Ethical Principles in the Institutes of Timur”. The values of justice, discipline, consultation and generalship are linked with the requirements of fair command, military discipline, careful planning and care for subordinates.

The fifth session is “The Epic ‘Alpomish’ and the Image of the Hero in Folklore”. The values of courage, loyalty and defence of the homeland are revealed through oral folk literature.

Proverbs are used as starting points for discussion: students explain their meaning and relate them to present-day life.

The sixth session is “Modern Heroes: The Courage of Servicemen of the Armed Forces”.

It is devoted to the values of loyalty to the military oath and professional duty and ensures continuity between the historical past and the present; servicemen and veterans are invited whenever possible.

Each session consists of four stages. At the first stage, students become acquainted with the life and deeds of a historical figure through a short lecture, a documentary clip and excerpts from historical sources. At the second stage, the values embodied in the figure's actions are identified through group discussion and the “cluster” technique. At the third stage, the historical situation is compared with a case from modern military service. At the fourth stage, each student writes a short reflection on the topic “What did I learn from this commander?”.

The following methods are recommended for assessing the educational impact of the module: ranking of value orientations adapted from M. Rokeach's method, in which the student ranks 12 values according to their personal importance [9]; content analysis of essays on the topic “The Person I Take as a Role Model”; and a knowledge test on national military history.

Applying these methods before and after the module makes it possible to trace changes in students.

DISCUSSION

The results show that national values and the examples of historical figures can be an effective means of fostering patriotism and a sense of military duty among students of the faculty of military education. At the same time, a number of issues related to introducing the module into practice require discussion.

First, the educational power of historical role models is explained by A. Bandura's theory of learning through modelling [10]. Historical commanders have great prestige for students and, at the same time, are connected with their own people and history; in other words, they are "close" role models. National affinity strengthens identification with the role model.

Second, the four-stage structure of the module serves to turn knowledge into values.

Going beyond the presentation of historical information to include the stages of identifying values, comparing them with modern service and personal reflection corresponds to D. Kolb's experiential learning cycle [12] and to the view that values become inner convictions through the individual's active attitude towards them [7].

Third, when using the examples of historical figures, it is important to observe the principle of scholarly objectivity. Idealising or mythologising historical figures may weaken students' critical thinking. It is therefore advisable to rely on reliable historical sources, analyse events in the context of their time and encourage students to draw their own conclusions.

Fourth, the officer-instructor plays a decisive role in the effectiveness of the module [8].

If the instructor who speaks about historical courage is not personally an example of discipline, justice and loyalty, the educational impact weakens. Moreover, students – future teachers of pre-conscription basic training – can master the methodology of the module and later use it in their work with school pupils.

CONCLUSION

The results of the study show that national values, folklore and the heritage of historical commanders are an inexhaustible source for fostering patriotism and a sense of military duty among students of the faculty of military education. The "Great Ancestors: A School of Courage" module, developed on the basis of a value-based approach, is aimed at turning the courage of historical figures into students' personal values through four-stage sessions and at linking these values with the requirements of modern military service.

The following proposals are put forward for introducing the module into practice: to include the "Great Ancestors: A School of Courage" module in the plans of educational and outreach work of faculties of military education; to use cases linking historical values with modern service in military history classes; to involve servicemen and veterans in the sessions on a regular basis; and to include the methodology of the module in the training of future teachers of pre-conscription basic training. Determining the effectiveness of the proposed module through experimental research is a task for future studies.

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