

**PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS OF DEVELOPING
PATRIOTISM IN STUDENTS THROUGH NATIONAL IDENTITY EDUCATION IN MILITARY
TRAINING**

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Annotatsiya: *Ushbu maqolada harbiy ta'limda milliy identiklik tarbiyasi asosida talabalarda vatanparvarlikni rivojlantirish masalasini tadqiq etish mavjud ziddiyatlarni bartaraf etishning yo'llari, harbiy ta'limni tashkil etishga qo'yiladigan universal talablar hamda milliy identiklik tarbiyasi asosida talabalarda vatanparvarlikni rivojlantirishning bevosita ishtirokchilari va mas'ullari hisoblanuvchi pedagoglarning qanday xislatlarga ega bo'lishi muhimligi o'rganib chiqilgan.*

Kalit so'zlar: *harbiy ta'lim, milliy identiklik, tarbiya, talabalar, vatan, vatanparvarlik.*

Abstract: *This article investigates the development of patriotism in students based on national identity education in military training. It explores ways to address existing contradictions, universal requirements for organizing military education, and the importance of specific qualities that educators should possess as direct participants and those responsible for fostering patriotism in students through national identity education.*

Keywords: *military education, national identity, upbringing, students, homeland, patriotism.*

Аннотация: *В данной статье исследуются вопросы развития патриотизма у студентов на основе воспитания национальной идентичности в военном образовании, пути устранения существующих конфликтов, универсальные требования к организации военного образования, а также непосредственные участники развития патриотизма у студентов. на основе воспитания национальной идентичности и изучено значение характеристик педагогов, считающихся своими.*

Ключевые слова: *военное образование, национальная идентичность, воспитание, воспитанники, Родина, патриотизм.*

The issue of fostering patriotism in students through national identity education in military training has a social character. Consequently, cultivating a sense of national belonging in students motivates them to work selflessly for the prosperity of the

Motherland, the development of the country, and the well-being of the people. It also ensures the formation of students' skills in striving for stable peace and security in the society they live in, contributing to the establishment of mutual harmony among people of different nationalities and ethnic groups, and recognizing their self-worth as representatives of the nation. In developing patriotism in students through national identity education in military training, the social environment and its content play a particularly significant role. After all, just as it influences the general formation of students, social influences play a leading role in the formation of a sense of national belonging in them. Therefore, it is no coincidence that among the factors mentioned above, the requirement for a healthy environment is highlighted. Consequently, students are involved in the implementation of the goals and objectives of the team in the micro and macroenvironment, in important aspects of relationships; secondly, they are provided with a wide opportunity to acquire deep knowledge of spiritual values, show creative activity and initiative, and develop spiritually; thirdly, they prepare for independent life on the basis of national pride, improve their experience and spiritual activity [1; 169-b]. To determine the formation of patriotism in students based on the upbringing of national identity in military education, it is necessary to understand the essence of this concept. Therefore, based on the analysis of the state of its coverage in sources, we will try to create criteria that will help determine the level of formation of a sense of national belonging in students.

The development of patriotism in students based on the upbringing of national identity in military education consists in instilling in their consciousness the ideas of faith in the fate of the nation, its present and future, pride in the culture created by it, and work to preserve and enrich it.

Research on the development of patriotism in students based on the upbringing of national identity in military education has proven the effectiveness of the following ways to eliminate existing contradictions:

1. Effective use of the services of the mass media and increasing their role in the process of developing patriotism in students based on the upbringing of national identity in military education, achieving creative cooperation between the mass media and the general public for this purpose, developing a system for public evaluation of their activities and ensuring the full functioning of this system.

2. Creation of psychological and pedagogical conditions for the development of patriotism in students based on the upbringing of national identity in military education, the ability to place the interests of the nation and society above personal interests, a full understanding of their human duties to society and the nation, achieving work for the happiness of the people and the prosperity of the country.

3. To revive the tradition of organizing large-scale and high-level events that promote the development of patriotism among students based on the upbringing of national identity in military education.

4. Studying the accumulated experience of developing patriotism in students based on the upbringing of national identity in military education, summarizing the advanced views put forward in them, developing measures for their popularization.

5. Achieving a holistic study of the psychological, pedagogical, and philosophical aspects of the development of patriotism in students based on the upbringing of national identity in military education, adequate study of effective ways, factors, and means of organizing this process.

The influence of micro and macro environments is strong in ensuring that students of military education have a sense of national belonging. Therefore, it is extremely important to achieve the establishment of socially healthy relationships in the environment to which students belong. At the same time, it is important to determine effective forms, methods, and means that help students develop a sense of national belonging in the educational process. The level of students' sense of national belonging should be continuously studied based on clearly defined criteria. Therefore, in ensuring that students in higher educational institutions have a sense of national belonging, it is important to organize this process as a whole, to purposefully use each effective factor in it, to be able to see opportunities and evaluate their effectiveness. In the formation of a sense of national belonging in students, their psychological characteristics, as well as social views, are of great importance.

We consider it expedient to pay attention to universal requirements for the organization of military education in the development of patriotism in students based on the upbringing of national identity in military education:

- taking into account the age, thinking, worldview, and interests of students when conducting classes;
- wide use of advanced, effective means of education and upbringing, the possibilities of modern teaching technologies;
- excessive simplification of some concepts, prevention of the devaluation of science as a result of the application of outdated methods and principles of education;
- working on an educational basis without pressure in the educational process, paying attention to improving the skills of young people to think independently and freely, to conduct discussions;
- formation of an atmosphere of mutual understanding and cooperation between teachers and students, wide use of real-life examples, analysis of events taking place in the modern world, press materials in the interpretation of the concepts and principles of the topic;
- formation in young people of realistic and truthful ideas about whether ideas, in their essence, can be constructive or destructive;
- based on the demonstration of the humanitarian essence of national identity education, to instill in the hearts and minds of students that patriotism is the highest value for us, and its preservation is the sacred duty of each of us. 3-4].

In conveying any thought to the listener, in our case, in the development of patriotism in students based on the upbringing of national identity in military education, the personality of the teacher, who forms knowledge, skills, and abilities, and the feeling of his teaching ability by the student is of great importance. If a teacher is authoritative, regardless of what subject they teach, the information they provide will be reliable and effective.

It is clear to pedagogy that the content of the information that the professor-teacher conveys to students and how it is presented from a didactic point of view is also important.

Form of material serving the development of patriotism in students based on the upbringing of national identity in military education:

- must be stated in books;
- special textual visual aids may have been prepared.

In both cases, we considered the written form of publication, since in this case it is convenient for many to transfer useful information from hand to hand and expand their audience; to strengthen its influence, literary texts or visual aids that form a sense of national pride can be repeatedly read, even memorized; if a text written in literary language is more complex and unclear, it is explained in detail by the professor-teacher; the listener has the opportunity to read the written information separately, etc.

In military education, the development of patriotism in students based on the upbringing of national identity is an extremely responsible task, and this work requires extremely high pedagogical skills, pedagogical ethics, and human culture directly from our educators - professors and teachers. Regardless of which subject they teach, today's lecturer-teacher must remember the responsibility of influencing the child's personality through their views, attitude towards the subject, deep knowledge of Uzbek history and culture, and beliefs. We studied the importance of what qualities teachers, who are direct participants and responsible for the development of patriotism in students based on the upbringing of national identity, should possess:

Firstly, the educator should have their own position in the society in which they live, be an example to others in every way, and students should see this, admire it, and strive for it.

If a teacher is morally backward, quarrelsome, or late to classes, or is greedy, such a teacher will not achieve any results in the classroom.

Secondly, today it is very important for a knowledgeable teacher to have their own independent opinion. It is in these unique conditions of thinking that today's student learns to think freely, to comprehend the innovations of the time through independent reasoning, to open their heart without fear, to ask what they don't understand. This helps to better retain in memory the information that is analyzed and understood by oneself, and to be able to promote and advertise it to others.

Thirdly, our professors and teachers should be distinguished by their knowledge, quick comprehension of innovations, deep knowledge of the history and culture of our

nation, and patriotism in the society in which they live. Simply put, a teacher should be distinguished by their moral literacy among the members of the society in which they live.

Fourthly, the teacher himself must have a perfect and deep knowledge of the essence and possibilities of national identity, the greatness of our nation, the history of our invaluable national culture and statehood, and believe in the great future of Uzbekistan. If the thoughts of an educator who attempts to instill the upbringing of national identity in the minds of students are shallow and unreliable, a modern resourceful student quickly realizes this and does not believe in it, and the efforts are wasted.

Fifthly, it is advisable for the modern educator-teacher to introduce new teaching technologies into the lesson, to use more non-traditional methods in the development of patriotism in students based on the upbringing of national identity in military education.

Sixthly, the teacher is required to be able to find common ground with the audience and create a healthy environment - one of the main factors in achieving good results in any lesson.

By connecting the prosperity of the Motherland and the country with the subject they teach, they must cultivate in children a sense of responsibility for the future of the nation. Because a modern student has a lot of information, conditions, and opportunities, working with them, deeply studying their demands and proposals, and being able to find common ground leads to good results in pedagogy.

In psychology, there is a word faith directly related to the concept of belief, the literal meaning of which is "belief." "Love for one's homeland is part of faith," the hadiths say. Traitors to the Motherland, those who raise their hands against their parents, are called "infidels" among the people. Considering one's birthplace sacred, loving the soil where one's umbilical cord was buried, longing for one's homeland, and conscientiously working for the Motherland are signs of faith. Faith, beliefs, and interests shape a person's worldview. In our case, the student's worldview is a set of knowledge, representations, and ideas, organized into a holistic conscious system, which encourages the student to take a worthy place in society with their own personal image.

The new worldview, formed during the period of independence, presupposes in young people loyalty to the Motherland, respect for national values and traditions, devotion to the chosen path, profession, and beliefs. At the heart of cultivating these qualities and worldview lies the formation of a sense of national pride.

In the development of patriotism in students based on the upbringing of national identity in military education, all types of information that they read and study (books, mass media, communication processes, subjects taught directly to them) are the basis for the formation of new ideas, new upbringing, and a new worldview.

Therefore, the level of education of young people plays an important role in achieving our goal.

The development of patriotism in students based on the upbringing of national identity in military education is connected not only with the literacy of professors and teachers, but also directly with the literacy of parents, their level of upbringing.

A person's spirituality, upbringing, and worldview primarily begin in the family. The upbringing of national identity is first instilled in our children through the teachings of grandfathers, the example of fathers, and the love of mothers. A person who loves their family and respects their loved ones will never oppose their Homeland; they will love and cherish it, and will fight for its future. The upbringing of national identity, first of all, the traditions of upbringing in the Uzbek family and their improvement, the transformation of our national values into an integral part of the way of life, in mutual communication. It is formed through the harmonization of Eastern culture and modern forms, achieving that our people value the labor education inherited from their fathers, as the basis of a prosperous life. Parents should monitor the child's actions in the family, such as what work they do, what books they are interested in, what films they watch, what music they are interested in, their aspirations in choosing a profession, and give them advice.

Another aspect of our time that is not given much attention, but requires attention, is that the tradition of having many children in Uzbek families is declining. If previously children were closer to their brothers and sisters, and their influence on upbringing was more noticeable, now mainly parents remain close like-minded people for one or two children. In this regard, it is necessary to take into account the level of literacy of parents. Within the framework of family relations, instilling our national customs and traditions into our lives, awakening in our children love for our values, understanding the meaning of the wise saying "The Motherland begins at the threshold," what results can be achieved by instilling a sense of patriotism, we believe that it will be easier to work with our children in educational institutions if, first of all, our parents understand the meaning of such concepts as bringing honor to the family of our well-rounded child.

In conclusion, the expected results can be achieved by studying the psychological aspects of this problem in the development of patriotism in students based on the upbringing of national identity in military education, taking into account the worldview, interests, needs, and interests of young people, and strengthening the influence of educators and parents.

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