



DISTINCTIVE ASPECTS OF PATRIOTIC EDUCATION FOR STUDENTS IN EDUCATIONAL INSTITUTIONS

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Abstract

This scientific article examines the issues of fostering patriotism among students in educational institutions of Uzbekistan, enhancing their loyalty to the country, and instilling respect for national values and culture. Within the framework of the topic, the experiences of countries such as the USA, Singapore, Finland, and Germany were analyzed, and proposals and recommendations were developed based on these experiences.

Keywords: patriotism, youth, national values, ideological threats, leadership skills, National Education Program, civic education, democratic education.

Introduction

In today's era of globalization, widespread dissemination of information technologies, and intensifying ideological struggles, educating the younger generation in the national spirit, based on patriotic ideas, has become more crucial than ever. Particularly, educational institutions play a vital role in this process. Patriotism embodies qualities such as a person's loyalty to their homeland, cherishing it, respect for national values and culture, and pride in the historical heritage of their people. Therefore, instilling these ideas in students' minds and nurturing them as individuals who understand their civic duty and responsibility, capable of making a worthy contribution to the nation's development, should be one of the highest priorities of the education system.

After Uzbekistan gained independence, efforts to educate the younger generation in the spirit of patriotism were intensified alongside the processes of national revival and spiritual renewal. However, today's reality reveals that among young people, negative phenomena such as indifference, apathy, disregard for history and values, and avoidance of military service are becoming apparent. This necessitates improving the effectiveness of educational work in educational institutions, thoroughly studying international experiences, and implementing innovative approaches suitable for national conditions.

This article analyzes the relevance of educating students in the spirit of patriotism in educational institutions of Uzbekistan, existing problems and ways to address them, as well as the best practices of countries such as the USA, Singapore, Finland, and Germany. Based on this analysis, practical proposals and recommendations will be developed to foster in students a sense of civic responsibility, social awareness, national pride, and loyalty to the Motherland.

Patriotism, as a personal quality, is manifested in love for one's Homeland, loyalty, readiness to serve the Homeland, and devotion to one's native land, language, culture, and the best traditions of one's people. Patriotic education is part of general civic culture and civic education based on universal human values (life, health, spiritual and moral upbringing of an individual, personal rights and freedoms). It aims to nurture patriots of Uzbekistan, citizens of a democratic state governed by the rule of law, individuals capable of integration into civil

society, respecting individual rights and freedoms, possessing high spirituality, national and religious tolerance, and a respectful attitude towards other forms of patriotism.

Our people's nature has been shaped by respect for history, reverence for our ancestors' heritage, cherishing their rich spiritual legacy, and unique traditions. Magnificent monuments, memorial complexes, and statues have been erected to honor the memory of our great ancestors, who are a source of pride for dozens of our country's scholars. Special conferences have been organized, and commemorative books have been published. This has expanded opportunities to cultivate genuine patriotic qualities in the population, especially among young people. In today's era of intensifying globalization, our state is paying special attention to developing the education and upbringing of young people, who are the future of our country, broadening their worldview, and shaping a generation that will serve the progress of our Motherland. The reason is that a generation with patriotic spirit and universal moral qualities is considered the future of any society or state. Patriotism is a person's deep respect for their family, the honor of their ancestors, and loyalty to their conscience, duty, and word. If a person is not raised from childhood with love and respect for their people, nation, and its traditions, language, and culture, they will not develop a sense of patriotism. The feeling of homeland is most keenly felt when a person is far from their native land. We know from history that many of our compatriots who lived abroad for various reasons experienced tragic and sorrowful lives. The Homeland is as dear and sacred as a Mother, and it is considered the foundation that brings happiness and prosperity to a person. As Abdulla Avloniy said: "Every person's homeland is the city and country where they were born and raised. Everyone loves their birthplace more than any other place. Just as we Turkestanis love our homeland more than our own lives, Arabs love their Arabian lands and hot sandy deserts, while Eskimos love the northern regions, the coldest, snowy and icy lands more than other places. If they did not love them, they would leave their homeland and migrate to lands with good weather and easy living conditions in Turan."

The highest feeling in a person is the sense of Homeland. This sentiment manifests only in individuals who cherish their native land dearly, who cannot derive the same pleasure from the nature of foreign lands as they do from their own, who find joy even in the movement of a tiny ant, and who can dedicate all their intellect, passion, strength, and capabilities to the beauty and development of their society and nature [1].

Our ancestors, great forebears, and scholars have left us remarkable examples in history, demonstrating their loyalty to the Motherland and love for their homeland. For instance, we clearly understand that our great thinkers such as Ahmad Farghani, Muhammad Khwarizmi, Imam Bukhari, Imam Termizi, Abullays Samarkandi, and Burhaniddin Marghinani connected their pen names to the land where their umbilical cords were cut, making their names renowned worldwide. As you read their rich legacy, it inevitably stirs patriotic feelings in your heart [2]. Therefore, we too must follow in the footsteps of our ancestors; in short, each of us must utilize all our capabilities to make our Homeland's glory known to the world.

As is known, the ongoing escalation of international conflicts in the world and around us, the bloody confrontations and armed clashes occurring in various regions, and the emergence of new hotbeds of conflict demonstrate our need to always be prepared to respond appropriately to any situation and circumstances. The Republic of Uzbekistan, based on its national security interests, must establish ideological education and outreach work among the population, especially young people, in conditions where ideological threats have become



extremely dangerous and sensitive. This outreach work should be carried out in the following directions:

- Developing a culture of independent thinking in every citizen to counter ideological influences carried out for malicious purposes, correctly assessing existing spiritual and ideological threats, and fostering the ability to draw appropriate conclusions and lessons from them;
- Teaching to be constantly vigilant, aware, and alert in the face of growing ideological threats;
- Achieving a deep understanding and observance by citizens of the meaning of moral feelings and concepts such as national values, patriotism, loyalty to the interests of the state and society, honor, shame, and modesty;
- Preventing indifference and apathy, fostering vigilance and dedication, and cultivating a sense of responsibility for the fate of the country [3].

The socio-economic and political changes occurring in our society in recent years have, unfortunately, influenced the patriotic feelings and consciousness of children and youth. With the reform of the Armed Forces of the Republic of Uzbekistan and the collapse of Soviet patriotism, patriotic sentiments and spiritual-moral culture have significantly diminished among modern youth. Young people were unprepared to comprehend the changes taking place in the socio-economic, political, cultural, and spiritual-moral spheres of society. Today, a substantial portion of conscription-age students, including high school students, exhibit distorted patriotic feelings, moral principles, and behavioral culture. This category of youth manifests such undesirable qualities as rudeness, nihilism, cruelty, indifference, disrespect for historical heritage, irresponsibility, immorality, and a loss of moral and ethical guidance. All of these factors negatively impact the patriotic and moral education of schoolchildren.

Currently, the majority of young people are unwilling to serve in the army and try to avoid compulsory military service. Observations have shown that military-patriotic activities with children and youth in educational institutions have significantly declined. Interest in military service among general education school graduates and students of military age has decreased. The decline in the prestige of military service poses a threat to national defense. All these negative phenomena are associated with the lack of a well-thought-out, socially oriented, and purposeful program for the spiritual, moral, and patriotic education of students in educational institutions, as well as the improper organization of educational work [4]. Existing gaps in this field can be addressed based on foreign experiences. For example, the U.S. **Junior Reserve Officers Training Corps (JROTC)** program is designed for secondary schools. The program was established in 1916 and aims to develop leadership skills, civic duties, and teamwork abilities. Participation in this program is intended to instill a culture of discipline and public service among young people. The program includes educational, sports, and practical activities, in which partnerships between military organizations play an important role. Creating our national program based on this model would be of great importance in further strengthening patriotic feelings in students, developing respect for the legal system, social customs, and values of our country, and helping them find their place in social life [5].

Although not highly sophisticated, it is worth discussing Singapore's National Education Program. Launched in 1997, the National Education Program aims to foster a sense of national unity, patriotism, and social responsibility among young people. The program's purpose is to



provide students with opportunities to develop a critical understanding of Singapore's history, national development trajectory, and global issues. This program is integrated into the educational process and includes activities that encourage students to comprehend national identity and make positive contributions to society [6]. Additionally, the program incorporates the principle of "Feel, Learn, and Act," which engages youth in the learning process, instills national pride, and motivates them to contribute to the community [7]. Singapore has established a system for developing students' critical approach to global issues. Implementing this process in our national activities would create a foundation for strengthening patriotic spirit among students and enhancing Uzbekistan's international reputation.

In Finland's experience, civic education plays a crucial role. It is implemented through comprehensive programs aimed at teaching civic participation and fostering awareness of social responsibility. This educational system is designed to cultivate respect for democratic values, human rights, and society. The program includes a social project called "One Day of Social Work," through which students enhance their sense of contribution to society by participating. Additionally, projects focused on environmental protection and preservation of cultural heritage are also carried out [8]. Implementing similar social projects in our country, such as involving students in one-day social work activities like helping elderly residents near the institution with household chores and home improvements, would lead to students developing a stronger sense of community interests and a higher level of patriotism.

In Germany, the "Democratic Education" program is an integral part of the education system, aiming to teach young people respect for democratic values, responsible citizenship, and active participation in society. This program, rooted in Germany's historical experience, focuses on studying the harmful effects of totalitarianism and authoritarianism while educating youth to contribute to building a democratic society. Notably, Germany holds an annual event called "Standing Up for Democracy and Diversity," which features various practical activities and competitions designed to demonstrate the principles of democracy and diversity to young people [9]. Indeed, considering that Uzbekistan's political, economic, and social orientations are based on democratic values, it can be said that instilling in students the understanding that democracy is the most optimal system and organizing events in this direction greatly contribute to a heightened manifestation of patriotic spirit.

The most important feature of the new era is the formation and education of individuals who can think independently, reason, act correctly, sensibly, and appropriately, who are patriotic and possess high spirituality. Indeed, the spiritual strength of any state depends on the effectiveness of social institutions and the professional maturity of society members, as well as their level of adherence to the rules, regulations, and norms inherent in society [10]. Based on the content of the study, it can be concluded that the main goal of preparing students in the spirit of patriotism is to instill in them loyalty, civic responsibility, and the desire to actively contribute to society. Taking into account its historical experience, cultural heritage, and social needs, each state develops its own unique approach to this process. Through these approaches, it is possible not only to increase the knowledge level of young people but also to imbue them with a sense of national pride and collective responsibility.

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