



SOCIO-PEDAGOGICAL FOUNDATIONS OF MILITARY-PATRIOTIC EDUCATION IN FIRST- YEAR UNIVERSITY STUDENTS: THEORETICAL ANALYSIS AND SURVEY RESULTS

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Abstract

This article provides a theoretical and empirical analysis of the socio-pedagogical foundations of military-patriotic education. The study reveals the socio-pedagogical essence of the concept of military patriotism, as well as the role of the social environment and pedagogical factors in its formation. In addition, the results of a questionnaire survey conducted among first-year students of Fergana State University are analyzed in order to identify the level of development of patriotic feelings, and existing problems and directions for their further development are determined. Based on the research findings, scientific and practical conclusions are formulated regarding the systematic integration of military-patriotic education into the educational process, the use of interactive pedagogical methods, and the strengthening of cooperation among social institutions.

Keywords: Patriotism, patriotic education, socio-pedagogical foundations, youth education, higher education, civic duty.

Introduction

In today's context of globalization, the social, political, and cultural processes taking place in society further increase the relevance of educating the younger generation in a spirit of patriotism. Particularly in ensuring national security, preserving state independence and territorial integrity, military patriotism manifests itself as an important social value. Military patriotism is inextricably



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linked not only to the activities of the armed forces but also to the formation in the individual's social consciousness of a sense of responsibility toward the Motherland, civic duty, and national pride [3].

The formation of military patriotism is a complex and multifaceted socio-pedagogical process that encompasses the moral, volitional, spiritual, and civic aspects of personal development. In this process, educational institutions, the family, the community (mahalla), public organizations, and the mass media participate as important educational subjects. The scientifically grounded organization of pedagogical influence mechanisms is particularly crucial in shaping young people's conscious attitude toward military service.

Methodology

From a socio-pedagogical perspective, military patriotism is viewed as a factor ensuring the harmony of individual and societal interests. It serves to educate young people as socially active, responsible, disciplined citizens who are not indifferent to the fate of their homeland. Therefore, scientifically analyzing the socio-pedagogical foundations of military patriotism, and defining its content, forms, and methods, is one of the important tasks of modern pedagogical science. The complex geopolitical processes currently unfolding in the world, the expansion of the information space, and the intensification of ideological threats make the issue of fostering a sense of patriotism, civic responsibility, and involvement in national security in the younger generation extremely urgent. The upbringing of young people in the spirit of military patriotism is emerging as one of the key factors of state stability and societal development.

Today, among young people, there is a decline in social activity, an increase in individualism and indifference, and in some cases, a superficial or negative attitude toward military service. These circumstances indicate that conducting military-patriotic education sporadically or solely within the framework of organizational events is insufficient; rather, it must be organized on solid socio-pedagogical foundations. Furthermore, efforts to foster military patriotism in the education system are often fragmentary in nature, and the continuity of content, forms, and methods is not sufficiently ensured. In pedagogical practice, there is a need to develop mechanisms for developing military patriotism that take into



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account the psychological characteristics, social experience, and value systems of young people.

In the Republic of Uzbekistan, educating young people in a spirit of patriotism is one of the priority directions of state policy. The regulatory legal documents and strategic programs adopted in this direction require the systematic and continuous formation of military patriotism [2]. In this regard, scientifically researching the socio-pedagogical foundations of military patriotism and effectively integrating it into the educational and upbringing process is of great scientific and practical importance.

Based on the above, identifying the socio-pedagogical foundations of military patriotism and studying the factors of its formation and pedagogical conditions constitute one of the pressing problems of modern pedagogical science, which determines the relevance of this research. Military patriotism represents the formation in an individual of such qualities as loyalty to the Motherland, readiness to defend national interests, understanding military service as a sacred duty, and a respectful attitude toward state symbols. From a socio-pedagogical perspective, this concept is viewed as a complex integrative dimension formed during the process of an individual's socialization. It is shaped through the harmonious interaction of social consciousness, moral values, civic position, and pedagogical influences. In pedagogical science, military-patriotic education is a component of general patriotic education, which implies the psychological, moral, and physical preparation of young people for military service. In this process, the concepts of "Motherland – duty – responsibility" become established as stable values in the individual's consciousness. At the same time, military patriotism serves as a factor ensuring social stability and strengthens the social responsibility of young people toward society [1].

The effectiveness of military-patriotic education largely depends on the social environment. The family is the primary social institution that forms the initial patriotic feelings in an individual. Parents' attitudes toward military service, national values, and state symbols directly influence their children's worldview. The mahalla (community) and public organizations play an important role in developing military patriotism by increasing young people's social activity and fostering a sense of belonging to the community. Furthermore, the content of



information disseminated through mass media and digital platforms can direct young people's attitudes toward military patriotism in either a positive or negative direction. Therefore, it is important to ensure the priority of ideas that serve national interests in the social information environment.

The systematic nature and continuity of the pedagogical process are important in forming military patriotism. In educational institutions, this type of education is carried out through the content of academic subjects, extracurricular and out-of-school activities, as well as educational events. Integrating patriotic ideas into the content of subjects such as history, law, and basic military training serves to reinforce the concept of military patriotism in young people's consciousness. Among pedagogical methods, problem-based learning, project activities, trainings, meetings, excursions to military units and museums, role-playing games, and social projects are effective tools. These methods increase young people's activity, encouraging them to think independently and demonstrate their civic position. The success of military-patriotic education is determined by the following pedagogical conditions:

- taking into account the age and psychological characteristics of young people;
- ensuring the harmony of national values and modern approaches in the educational and upbringing process;
- developing the military-patriotic competence of educators;
- establishing cooperation between the family, educational institutions, and the community.

Pedagogical activity organized on the basis of these conditions serves to form in young people a conscious and responsible attitude toward military service and to strengthen in them a sense of readiness to defend the Motherland [4].

Results

To empirically verify our theoretical data, we conducted an empirical study. Within the framework of the study, a specially designed survey was administered among first-year students to determine the level of development of their sense of patriotism. The survey questions aimed to identify students' attitudes toward the Motherland, their perceptions of civic duty, their views on military service, and their attitudes toward national values.



Analysis of the survey results showed that 37% of students have a sufficiently developed sense of patriotism, as they assessed loyalty to the Motherland, appreciation of state independence, and awareness of civic responsibility as important social values. Students in this group stated that they perceive military service as a sacred duty to the Motherland and emphasized their readiness to participate in its defense if necessary.

According to the survey results, 52% of students understand patriotism primarily as an emotional and moral category, explaining it as love for the Motherland, national pride, and respect for state symbols. However, some respondents demonstrated a lack of sufficiently deep understanding of the concept of patriotism, with cases observed where it was perceived mainly at the level of general slogans. This indicates that the cognitive component of the sense of patriotism is not sufficiently developed.

The study revealed that 11% of first-year students have a neutral or passive attitude toward military patriotism. This situation is primarily explained by a lack of full understanding of the content and social significance of military service, as well as insufficient systematic work in the area of military-patriotic education within the educational process. Furthermore, the survey results showed that family and educational influences during the school years play an important role in shaping students' sense of patriotism. The majority of respondents noted that their parents, teachers, and historical and spiritual events had a significant influence on the formation of their patriotic feelings.

Overall, the survey results indicate that while the sense of patriotism among first-year students is largely formed, there is a need to further develop it specifically in the direction of military patriotism, enrich it with cognitive foundations, and strengthen it through practical activities. This confirms the necessity of organizing systematic and targeted socio-pedagogical work aimed at fostering military patriotism in higher education institutions.

Conclusion

In conclusion, it is worth noting that, firstly, military patriotism is a complex integrative quality formed during the process of personality socialization, encompassing loyalty to the Motherland, awareness of civic duty, readiness to



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defend national interests, and a conscious attitude toward military service. Based on theoretical analysis, it was determined that the social environment, particularly the role of the family, educational institutions, community, and public organizations, is crucial in fostering military patriotism. Additionally, the systematic nature of the pedagogical process, its continuity, and consideration of the psychological characteristics of young people were recognized as key factors determining the effectiveness of military-patriotic education.

Secondly, the results of the survey conducted among first-year students showed that the sense of patriotism is largely formed, but also revealed the need to further develop its cognitive and practical components specifically in the realm of military patriotism. The superficial understanding of this concept and the presence of a passive attitude among some students necessitate the strengthening of systematic socio-pedagogical work in this direction within higher education institutions.

Thirdly, based on the research findings, it is advisable to integrate the process of forming military patriotism in higher education institutions with the content of academic disciplines, utilize interactive pedagogical methods, and strengthen cooperation between educational institutions and social institutions. This will serve to strengthen the civic position of young people, foster a positive and conscious attitude toward military service, and contribute to the sustainable development of society.

In general, the in-depth study and practical application of the socio-pedagogical foundations of military patriotism constitutes one of the important tasks of the modern education system and scientific research in this area will continue to remain relevant in the future.