"PEDAGOGICAL CONDITIONS FOR EDUCATING FUTURE RESERVE OFFICERS IN THE SPIRIT OF NATIONAL PATRIOTISM"

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Abstract. This article presents a scientific-theoretical and methodological analysis of the pedagogical conditions for educating future reserve officers in the spirit of national patriotism in military training units of higher educational institutions.

The study substantiates that the integration of educational and upbringing processes is an important pedagogical factor in developing such qualities among future reserve officers as devotion to the Motherland, civic responsibility, awareness of military duty, respect for national and universal human values, discipline, courage, responsibility, and the ability to engage in collective cooperation.

The study identifies motivational-value, content-cognitive, practical-activity, socio-pedagogical, and reflexive-evaluative pedagogical conditions for the effective organization of national-patriotic education. In addition, a mechanism for planning, implementing, and evaluating these pedagogical conditions is proposed.

The article emphasizes the need to develop a pedagogical mechanism based on the sequence "National Values – Comprehension – Intrinsic Motivation – Conviction – Practical Activity – Moral Behavior – Reflection."

Keywords: future reserve officer, national-patriotic education, pedagogical conditions, military training, military-pedagogical process, national values, moral qualities, competence, motivation, reflection, innovative educational technologies.

Introduction. In today's volatile environment—characterized by globalization and the rapid development of information and communication technologies—instilling in young people a spirit of loyalty to the Motherland, respect for national values, civic responsibility, and high moral qualities is a key task of the education system. In particular, the process of training reserve officers—who may be called upon to perform military duties in the future—places special pedagogical importance on developing their spiritual-moral, social, and civic attributes alongside their professional knowledge and skills[1].

The training of a future reserve officer is not limited merely to mastering military knowledge or acquiring practical skills. It is also essential for them to cultivate qualities such as an understanding of the Motherland's interests, a responsible attitude toward military duty, respect for national history and values, the ability to make sound decisions in complex situations, the capacity to prioritize the collective interest over personal gain, and the ability to evaluate their own actions from an ethical standpoint.

In this context, the systematic organization of the process of instilling a spirit of patriotism in future reserve officers within the military training units of higher education institutions—along with identifying the necessary pedagogical conditions and implementing them in practice—represents a pressing pedagogical issue.

[1] O'zbekiston Respublikasi Vazirlar Mahkamasining 2018-yil 23-fevraldagi 140-son qarori. "Yoshlarni harbiy-vatanparvarlik ruhida tarbiyalash konsepsiyasini tasdiqlash to'g'risida". — Toshkent, 2018.

To organize this process effectively, it is advisable to view patriotic education not merely as a set of isolated educational activities, but as an integral pedagogical system inextricably linked to the content, methods, forms, tools, and outcomes of military training. National-patriotic education is a continuous pedagogical process aimed at fostering qualities in an individual such as a sense of belonging to the Motherland, responsibility for its destiny and progress, respect for national values, loyalty to the people's history, and an awareness of civic duty toward society.

For future reserve officers, the content of this education holds even greater significance, as they are required to demonstrate high levels of responsibility, discipline, determination, and moral steadfastness—not only in their personal lives but also in situations related to military service. Therefore, national-patriotic education can be organized based on the following interconnected components:

1. Motivational-value component – the formation of love for the Motherland, a positive attitude toward military duty, respect for national values, and a sense of civic responsibility.

2. Cognitive component – the acquisition of knowledge regarding the history of Uzbekistan, national values, state symbols, the military traditions of the people, and the social significance of defending the Motherland.

3. Practical-activity component – demonstrating national-patriotic values through actual conduct, adhering to discipline, cooperating within a team, and carrying out military-practical tasks responsibly. 4. Ethical-behavioral component – the manifestation in behavior of qualities such as honesty, justice, responsibility, courage, discipline, self-control, and respect for others.

5. Reflective component – analyzing one’s attitude toward the Motherland, military duty, and national values; evaluating one’s own actions; and striving to improve them when necessary.

Thus, the outcome of national-patriotic education is determined not merely by the possession of knowledge, but by the transformation of knowledge into a value, the formation of that value into an inner conviction, and the manifestation of that conviction in practical behavior.

Pedagogical conditions of national-patriotic education: According to the results of some studies, the pedagogical conditions that ensure the effectiveness of educating future reserve officers in the spirit of national-patriotism can be divided into five main groups.

Motivational-value conditions. The first pedagogical condition is to create a stable internal motivational environment for the formation of loyalty to the Motherland, military duty, civic responsibility and a positive attitude to national values in the future reserve officers. In this case, the educational influence is considered appropriate if it is organized not only in the form of advice or information, but also through problematic situations, life examples, historical events, examples of military heroism, and professional situations.

Content-cognitive conditions. The second condition is to integrate the content of national-patriotic education with military training subjects, that is, future reserve officers are given knowledge of national history, military heritage of ancestors, national values, traditions of homeland defense and civic responsibility in connection with the content of professional training. For example, in military training, the subject of discipline is covered not only as a military requirement, but also as a moral criterion of responsibility, duty and accountability to the community.

This approach provides a sequence of: knowledge, understanding, value, belief, activity.

Operational conditions. The third condition envisages the strengthening of national-patriotic qualities through practical activities.

For this:

- situational assignments; - military-practical exercises; - role-playing games; - case studies; - collective projects; - solving difficult situations; - methods such as leadership and teamwork exercises can be used.

In this process, the trainee is not limited to memorizing a ready-made rule, but can independently determine how to act in a specific situation.

For example, situational tasks such as "Choosing between military duty and personal interest", "Protecting the interest of the community", "Making a responsible decision in a difficult situation" allow to determine the moral position of the future officer.

Socio-pedagogical conditions. The fourth condition is to combine the educational opportunities of the educational institution, military training teachers, the team and the social environment into a single system. The personal example of the pedagogue is important in this. Because the demands of national-patriotism, responsibility, discipline and moral culture must be reflected in the pedagogue's work. Also, the formation of a healthy spiritual and psychological environment, mutual respect, cooperation and collective responsibility in the group increases educational effectiveness.

Reflexive-evaluative conditions. The fifth condition ensures that the future reserve officer conducts self-analysis and regular evaluation of personal development.

To achieve this, the following tools can be used:

- reflective journals; - self-assessment sheets; - individual development plans;

- portfolios; - pedagogical observation; - diagnostic questionnaires; - conversations and interviews.

Through reflection, the future officer seeks answers to the following questions:

- How do I understand my duty to the Motherland?
- How are national values reflected in my daily behavior?
- Am I able to make responsible decisions in a military situation?
- Which of my moral qualities need to be developed? These questions serve to activate the individual's self-development mechanism.

Designing pedagogical conditions based on the "SMART" framework.

To enhance the effectiveness of pedagogical conditions, it is advisable to design them based on SMART principles.

1-Table

Pedagogical conditions	**Clear objective**	**Measurable outcome**	**Implementation tools**	**Timeframe**
Motivational-value-oriented	Fostering dedication to the homeland and a sense of military duty	Diagnostic growth in motivation levels	Discussion, problem-based scenario, motivational training	Throughout the academic period
Content-cognitive	Expanding knowledge of national and military values	Indicators of knowledge and understanding	Integrated sessions	For each topic
Practical-activity-based	Demonstrating values through behavior	Quality of practical task performance	Case studies, role-playing, military-practical exercises	Systematically
Socio-pedagogical	Creating a healthy educational environment	Indicators of collaboration and collective responsibility	Team projects, group activities	Throughout the entire educational process
Reflective-evaluative	Self-analysis and self-improvement	Results of reflection and self-assessment	Portfolio, journal, diagnostics	At the initial, intermediate, and final stages

As shown in Table 1, the SMART approach elevates pedagogical conditions from the level of general challenges to that of specific pedagogical tasks.

The pedagogical mechanism of national-patriotic education. The process of educating future reserve officers in a spirit of national patriotism can be organized based on the following pedagogical mechanism: national values, knowledge, awareness, value-based attitude, intrinsic motivation, conviction, practical activity, ethical behavior, reflection, and self-improvement.

A distinctive feature of this mechanism is that the outcome of the education is not limited merely to "knowledge about patriotism." For instance, a future officer understands the importance of defending the Motherland—this is a cognitive outcome.

He accepts the defense of the Motherland as a value—this is an axiological outcome.

He feels an internal need to fulfill his military duty—this is a motivational outcome.

He takes appropriate action in a situation requiring responsibility—this is a practical outcome.

He analyzes and evaluates his own actions—this is a reflective outcome.

Thus, the ultimate outcome of national-patriotic education manifests itself in the integrated unity of knowledge, attitude, motivation, activity, and reflection. In conclusion, fostering a spirit of national patriotism among future reserve officers is a multi-component, systematic pedagogical process; its effectiveness depends on the harmonious integration of educational content, instructional methods, practical activities, the pedagogical environment, and reflective assessment. The study established motivational-value, content-cognitive, practical-activity, socio-pedagogical, and reflective-evaluative conditions as key pedagogical factors in national-patriotic education. Most importantly, viewing national-patriotic education not merely as a collection of isolated events, but as a holistic pedagogical system—organized around the interconnectedness of knowledge, values, motivation, behavioral activity, and reflection—serves as the methodological foundation for developing the personal and professional qualities of future reserve officers.

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