The Role of Amir Temur's Precepts in Preparing Young People for Service in Our National Army

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Abstract. This article analyzes the role of Amir Temur's heritage and military-pedagogical ideas in the spiritual, moral, physical, and psychological preparation of young people for service in the Armed Forces of the Republic of Uzbekistan. Particular attention is paid to Amir Temur's views on state governance, military art, discipline, justice, courage, loyalty, unity, responsibility, and the value of knowledge. These ideas are considered as an important spiritual resource for contemporary military-patriotic education. The study compares the ideas reflected in Temur Tuzuklari with the principles of modern military-patriotic education and identifies their pedagogical potential in preparing young people for military service.

Keywords: Amir Temur, Temur Tuzuklari, National Army, military-patriotic education, youth, patriotism, military discipline, courage, national pride.

Introduction. Raising the younger generation in a spirit of loyalty to the Homeland, respect for national values, civic responsibility, and readiness to defend the peace of the country is one of the important socio-pedagogical tasks of contemporary Uzbekistan. In the process of strengthening the country's defense capability, training professional military personnel, and enhancing the human potential of the National Army, the moral preparation of young people is of particular importance, since military service does not consist merely of physical fitness or the ability to operate military equipment. A serviceman is required to possess such qualities as loyalty to the Homeland, resolve, discipline, courage, responsibility, loyalty to the collective, correct understanding of orders, and the ability to make sound decisions in complex situations. Uzbekistan's concept of raising young people in a spirit of military-patriotic education likewise identifies, among its principal tasks, the recognition of defending the Homeland as an honorable and sacred duty, pride in national heroes, strengthening confidence in the potential of the National Army, and raising young people who are physically strong and morally mature. The significance of Amir Temur's precepts for contemporary upbringing is also noted in current scholarly research. In particular, recent studies analyze the importance of Amir Temur's precepts not only for military but also for moral and ethical upbringing, evaluating his legacy as a source of example for the younger generation (Ro'zimurodov, 2024). The potential of the ideas contained in Temur Tuzuklari for shaping the social and moral character of young people has likewise been specifically examined (Omonturdiyev, 2025).

Methodology. The methodological basis of the study comprises the historical-pedagogical, systemic, comparative, and axiological approaches. On the basis of the historical-pedagogical approach, Amir Temur's views on state governance and military activity, his educationally significant precepts, and the principles expressed in Temur Tuzuklari were examined.

Results. The findings of the study demonstrate that there are broad pedagogical opportunities for making effective use of Amir Temur's precepts and his moral-educational legacy in preparing young people for service in the national army. The analysis shows that the educational significance of Amir Temur's legacy is not confined to conveying historical information to the younger generation, but makes it possible to link such values as patriotism, discipline, justice, courage, responsibility, collectivism, knowledge, and strategic thinking with contemporary military-pedagogical competencies. In particular, the views expressed in Temur Tuzuklari on state and societal governance, order and

discipline, responsibility, the organization of military activity, and the relationship between commander and troops emerge as an important educational source for shaping young people's psychological and moral readiness for military service. From this standpoint, the process of studying historical heritage should be regarded not merely as a means of acquainting young people with the past, but as a mechanism for forming the personal and professional qualities required of a modern serviceman.

When analyzing the influence of Amir Temur's precepts on the military-patriotic worldview of young people, it was found that studying the activities of this historical figure offers an opportunity to further reinforce young people's conceptions of the Homeland, the state, the people, and civic duty. Here, the notion of patriotism is formed not merely as an emotional attachment to the Homeland, but in connection with a person's awareness of duty, sense of responsibility to society, ability to make firm decisions in complex situations, and capacity to place collective interests above personal ones. Studying Amir Temur's activities and his views on state governance and military order on the basis of historical sources can help orient young people toward such an active civic position. At the same time, it was established that in using this historical heritage, the aim should not be to mechanically transfer it to modern military life, but to harmonize its universal and educational content with the requirements of contemporary education.

The results obtained also show that Amir Temur's legacy possesses particular pedagogical potential for developing young people's discipline and sense of responsibility. Military service, by its very nature, demands strict order, adherence to established rules, timely and high-quality performance of tasks, and a sense of responsibility to the collective. Analyzing, in the educational process, the historical evidence of the special attention Amir Temur paid to order and discipline in his military and state administration through problem-based situations, historical examples, and practical assignments helps young people to understand these qualities. In such an approach, discipline is interpreted not as the result of external control, but as a person's inner sense of responsibility and ability to manage his or her own conduct. As a result, young people's preparation for military service is not confined to physical training alone but is complemented by the formation of self-management, determination, and responsible behavior.

The findings also revealed the potential of Amir Temur's legacy for developing young people's psychological readiness. Military service requires, alongside physical endurance, such capacities as mental resilience, self-control under stressful conditions, overcoming fear and hesitation, and the ability to make prompt and well-founded decisions. Studying Amir Temur's experience of organizing state administration and military campaigns under complex historical circumstances makes it possible to enrich psychological preparation exercises with young people in terms of content. By analyzing historical situations, discussing the causes and consequences of particular decisions, and comparing different points of view, young people's capacity for independent thinking and situational assessment is developed. This, in turn, contributes to forming the skills needed to remain composed in unexpected situations, quickly analyze circumstances, and act wisely during future military service.

The findings also show that integrating Amir Temur's precepts with modern educational technologies increases the effectiveness of young people's military-patriotic education. In particular, rather than simply narrating historical events, studying them through problem-based learning, case studies, discussion, role-play, military-historical projects, and situational assignments enhances young people's interest in the subject. For example, when analyzing a particular military or administrative situation from Amir Temur's era, young people gain the opportunity to make decisions, evaluate alternative options, exchange views within a group, and substantiate their own position. Such a pedagogical approach makes it possible to transform historical knowledge into practical competence.

In this respect, the use of Amir Temur's legacy in modern military education can serve not only an educational function but also developmental and competency-building functions.

Discussion. In determining the significance of Amir Temur's precepts for contemporary military-patriotic education, the most important issue is correctly linking this historical heritage with modern pedagogical goals. Studying the military activity of a historical figure solely within the framework of battles and victories may narrow the scope of young people's military-patriotic education. On the contrary, linking such values in Amir Temur's legacy as responsibility, discipline, strategic thinking, justice, unity, the pursuit of knowledge, and loyalty to the interests of the Homeland with contemporary competencies yields a considerably more effective pedagogical outcome. Contemporary research likewise emphasizes the moral significance of Amir Temur's precepts for the upbringing of the younger generation (Ro'zimurodov, 2024).

Conclusion. Amir Temur's legacy — in particular, his views on state governance and military activity, as well as the educational ideas expressed in Temur Tuzuklari — is of considerable importance as one of the moral and pedagogical resources for preparing young people for service in the National Army. Effective use of this legacy makes it possible to strengthen young people's historical memory, develop feelings of national pride and loyalty to the Homeland, form a responsible attitude toward military service, and cultivate such qualities as discipline, courage, unity, and leadership. Contemporary scholarly research likewise notes the moral and patriotic significance of Amir Temur's precepts for the upbringing of young people. At the same time, in drawing on Amir Temur's legacy, it is important to observe the principles of scholarly rigor and historical objectivity. Raising young people in a patriotic spirit should not amount to a one-sided idealization of the historical figure, but should be carried out by linking the positive experience and values found in his activities with the needs of contemporary society.

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