IJESD • International Scientific Journal
ISSN: 2955-0386
IF: 12.31

PEDAGOGICAL CONDITIONS FOR ORGANIZING MILITARY EDUCATION INTEGRATED WITH NATIONAL AND UNIVERSAL HUMAN VALUES

Azamov Inom Salimjonovich,
teacher, associate professor of the military training center of the
National University of Uzbekistan named Mirzo Ulugbeka.
ainom118@gmail.com

Abstract: The development of patriotic consciousness, civic responsibility, moral maturity, and humanistic qualities among school students is one of the important priorities of contemporary education. In this context, the integration of national and universal human values into military education represents an important pedagogical approach to the comprehensive development of young people. This study aims to identify and theoretically substantiate the pedagogical conditions necessary for the effective organization of military education based on the integration of national and universal human values.

The research employs theoretical analysis, comparative analysis, pedagogical generalization, systematization, and pedagogical modeling. The findings identify seven interconnected pedagogical conditions: clearly defined educational objectives; integration of national and universal values into educational content; active student participation; consideration of students' age-related and individual characteristics; cooperation between families, schools, and local communities; teachers' professional competence and personal example; and systematic assessment of educational outcomes.

Furthermore, an organizational and methodological model comprising target-oriented, content-based, organizational-methodological, and assessment-result components is proposed. The study establishes a conceptual framework for improving military-patriotic education in general secondary schools and provides methodological recommendations for its practical implementation.

Keywords: military education, military-patriotic education, national values, universal human values, pedagogical conditions, patriotism, civic responsibility, moral education, pedagogical modeling, school students.

1. INTRODUCTION.

In the context of contemporary social development, the moral and ethical education of younger generations, the formation of national identity, patriotism, civic responsibility, and respect for universal human values have become important priorities of the education system.

The educational process should not be limited to the acquisition of academic knowledge. It should also contribute to the development of responsible, socially active, morally mature, and patriotic individuals who understand their responsibilities toward society and the state.

One of the important directions in achieving these objectives is military-patriotic education integrated with national and universal human values. This approach provides opportunities to combine the historical and cultural heritage of the nation with universal principles such as human dignity, justice, equality, tolerance, peace, mutual assistance, and social responsibility.

Military education, in this context, should not be understood exclusively as the acquisition of military-related knowledge and practical skills. It should also be considered a comprehensive educational process aimed at developing discipline, responsibility, teamwork, loyalty to the Motherland, respect for national traditions, and a commitment to protecting peace and social stability.

The relevance of this issue is also reflected in international educational approaches. UNESCO emphasizes the importance of global citizenship education, intercultural understanding, respect for

diversity, and the development of responsible members of society. These principles provide a conceptual basis for integrating national identity with universal human values in educational practice.

In Uzbekistan, the development of patriotic consciousness and the spiritual and moral education of young people are important components of state educational policy. In this regard, strengthening the relationship between family, school, and community is particularly significant.

However, the effective implementation of military-patriotic education requires more than the organization of individual educational events. It requires a scientifically grounded system of pedagogical conditions, educational content, methods, organizational mechanisms, and assessment criteria.

The integration of national and universal human values into military education therefore represents an important research area requiring further pedagogical and methodological development.

The aim of the study is to identify and theoretically substantiate the pedagogical conditions for organizing military education integrated with national and universal human values and to develop an organizational and methodological model for its implementation in general secondary schools.

The research objectives are:

To clarify the pedagogical essence of military education integrated with national and universal human values.

To identify the main pedagogical conditions necessary for its effective organization.

To determine the relationship between national heritage and universal human principles within military-patriotic education.

To develop an organizational and methodological model for implementing the identified pedagogical conditions.

To formulate practical recommendations for improving military-patriotic education among students in grades 8–9.

2. METHODS.

2.1. Research approach.

The study is based on a theoretical and conceptual research approach aimed at identifying the pedagogical foundations of military education integrated with national and universal human values.

The research examines the relationship between moral education, patriotic education, civic development, and the formation of students' personal qualities.

The methodological foundation of the study includes the principles of systematicity, consistency, integration, student-centered education, continuity, and the unity of theory and practice.

These principles make it possible to consider military-patriotic education as a comprehensive pedagogical process rather than as a collection of separate educational activities.

2.2. Research methods.

The following theoretical research methods were employed:

Theoretical analysis: Educational and pedagogical concepts related to national values, universal human values, patriotic education, moral development, and military education were examined.

Comparative analysis: The relationship between national traditions and universal human principles was analyzed to identify their common educational objectives and complementary characteristics.

Systematization and generalization: The main pedagogical conditions influencing the effectiveness of military-patriotic education were identified and classified.

Pedagogical modeling: An organizational and methodological model was developed to demonstrate the relationship between educational objectives, content, methods, pedagogical conditions, and expected outcomes.

Conceptual analysis: The educational significance of patriotism, discipline, responsibility, cooperation, tolerance, justice, and respect for human dignity was examined in relation to students' personal development.

2.3. Research framework.

The conceptual framework of the study considers the integration of national and universal human values through four interconnected dimensions:

National and historical dimension: Respect for national heritage, historical memory, national heroes, traditions, and cultural identity.

Moral and ethical dimension: Justice, honesty, discipline, responsibility, respect, and human dignity.

Civic and social dimension: Patriotism, civic responsibility, cooperation, social engagement, and respect for the law.

Humanistic dimension: Peace, tolerance, mutual assistance, equality, and peaceful conflict resolution.

These dimensions provide the foundation for identifying the pedagogical conditions and designing the proposed educational model.

It should be emphasized that this article presents a theoretical and methodological study. The proposed model and pedagogical conditions require further experimental verification in general secondary schools.

3. RESULTS.

3.1. Identification of the pedagogical conditions.

The theoretical analysis resulted in the identification of seven interconnected pedagogical conditions necessary for organizing military education integrated with national and universal human values.

First condition: Clearly defined educational goals and objectives.

The effectiveness of military-patriotic education depends on clearly formulated educational goals and expected outcomes.

The primary objective should be to develop students who demonstrate patriotism, national identity, civic responsibility, discipline, cooperation, and respect for human dignity.

For example, the development of devotion to the Motherland can be achieved through the study of historical heritage, the examination of national heroes' contributions, and participation in activities that promote responsibility toward society.

Second condition: Integration of values into educational content.

National and universal human values should be integrated into the content of academic subjects, extracurricular activities, and everyday school interactions.

Interdisciplinary connections between history, literature, native language, legal education, physical education, and military-patriotic activities can be used to achieve this objective.

This approach enables students to understand the relationship between national traditions and universal principles.

Third condition: Active participation of students.

Students should be actively involved in the educational process through discussions, group projects, historical analysis, role-playing activities, and problem-solving assignments.

IJESD • International Scientific Journal
ISSN: 2955-0386
IF: 12.31

Active participation contributes to the development of independent thinking, decision-making, teamwork, and personal responsibility.

Fourth condition: Consideration of age-related and individual characteristics.

Educational activities should correspond to students' age, psychological development, knowledge levels, and individual characteristics.

For students in grades 8–9, educational content should be presented through understandable examples, practical situations, discussions, and interactive assignments.

This ensures that educational values are understood and gradually transformed into personal attitudes and behavioral patterns.

Fifth condition: Cooperation between families, schools, and local communities.

The effectiveness of military-patriotic education increases when educational activities are supported by families, schools, and local communities.

Parents, teachers, military veterans, community representatives, and other social partners can participate in organizing educational events, meetings, historical discussions, and socially useful activities.

Such cooperation ensures continuity in the development of students' patriotic and moral qualities.

Sixth condition: Teachers' professional competence and personal example.

Teachers play an important role in developing students' attitudes toward national and universal human values.

Their professional knowledge, pedagogical skills, fairness, discipline, communication culture, and respect for students' dignity directly influence the educational environment.

Therefore, improving teachers' professional competence and ensuring consistency between their words and actions are essential conditions for effective educational practice.

Seventh condition: Systematic assessment of educational outcomes.

The results of military-patriotic education should be assessed through both theoretical knowledge and practical behavioral indicators.

The assessment process should consider students' understanding of national and universal human values, their participation in group activities, sense of responsibility, cooperation skills, and ability to make ethical decisions.

Observation, questionnaires, interviews, reflective assignments, and practical tasks can be used as assessment instruments.

3.2. Organizational and methodological model.

Based on the identified pedagogical conditions, an organizational and methodological model of military education integrated with national and universal human values is proposed.

The model consists of four interrelated components.

1. Target-oriented component.

This component determines the purpose and objectives of military-patriotic education. It focuses on the development of patriotism, national identity, civic responsibility, discipline, and humanistic qualities.

2. Content-based component.

This component incorporates knowledge and educational ideas related to national heritage, historical memory, patriotism, moral responsibility, cooperation, justice, tolerance, and respect for human dignity.

3. Organizational and methodological component.

IJESD • International Scientific Journal
ISSN: 2955-0386
IF: 12.31

This component determines the methods, forms, and educational tools used in the implementation of the model.

The main methods include discussions, problem-based learning, group projects, role-playing activities, historical analysis, educational meetings, and practical assignments.

4. Assessment and outcome component.

This component determines the degree to which the expected educational outcomes have been achieved.

It includes assessment criteria, diagnostic tools, pedagogical observation, questionnaires, interviews, and analysis of students' practical activities.

The proposed model establishes a systematic relationship between educational objectives, content, pedagogical methods, and expected outcomes.

3.3. Practical directions for implementing the model.

The implementation of the proposed model requires educational activities that connect theoretical knowledge with practical situations.

The following topics are recommended for organizing educational sessions among students in grades 8–9:

Patriotism and civic responsibility.

The heritage of national heroes and historical memory.

Teamwork and mutual assistance.

Discipline and personal responsibility.

Respect for peace and the peaceful resolution of conflicts.

National traditions and universal human values.

Human dignity, justice, and tolerance.

Reflective questions should also be included at the end of educational sessions.

Examples include:

Which national or universal human value was demonstrated in the situation?

How does personal responsibility influence the interests of society?

What is the relationship between national traditions and universal human principles?

How can mutual assistance and cooperation contribute to solving social problems?

These activities encourage students to analyze their decisions, evaluate their behavior, and understand the practical significance of moral and civic values.

3.4. Proposed criteria for assessing educational outcomes.

For the practical implementation and subsequent experimental evaluation of the proposed model, four assessment criteria are recommended.

Assessment criterion	Indicators
Cognitive	Understanding national and universal values, historical heritage, and patriotic principles
Motivational and value-based	Interest in national history, patriotism, respect for traditions, and commitment to humanistic principles
Behavioral and practical	Discipline, responsibility, teamwork, mutual assistance, and participation in educational activities
Reflective and evaluative	Ability to analyze personal behavior, make ethical decisions, and evaluate the consequences of actions

IJESD • International Scientific Journal
ISSN: 2955-0386
IF: 12.31

The development of these criteria provides a basis for determining students' initial and subsequent levels of development.

The criteria can be applied in experimental research to compare the results of students participating in experimental and control groups.

4. DISCUSSION.

The results of the theoretical analysis indicate that military-patriotic education becomes more comprehensive when national and universal human values are integrated into a unified educational process.

An important aspect of this approach is that patriotism should not be limited to emotional attachment to the Motherland. It should also include civic responsibility, respect for the law, social engagement, protection of peace, and respect for the rights and dignity of other people.

Similarly, military discipline should be understood not only as compliance with established rules but also as an expression of personal responsibility, self-control, respect for others, and commitment to collective objectives.

The integration of national and universal human values creates opportunities to establish a balanced educational approach in which national identity is developed alongside tolerance, mutual respect, and humanism.

The proposed seven pedagogical conditions demonstrate that effective military-patriotic education requires coordinated action among teachers, students, families, schools, and local communities.

The organizational and methodological model developed in this study provides a framework for connecting educational objectives, content, teaching methods, and assessment procedures.

An important methodological consideration is the adaptation of educational activities to students' age-related and individual characteristics. In particular, students in grades 8–9 require interactive, practical, and problem-oriented educational activities that encourage independent thinking and active participation.

The proposed assessment criteria also provide opportunities for examining educational outcomes from different perspectives. Rather than focusing exclusively on theoretical knowledge, the assessment framework considers students' motivation, attitudes, practical behavior, and reflective abilities.

Nevertheless, the proposed framework is conceptual and requires empirical verification. Further experimental research should examine the effectiveness of the identified pedagogical conditions and determine the extent to which the proposed model contributes to the development of students' patriotic, moral, and civic qualities.

Such experimental work would provide additional evidence regarding the practical effectiveness of the proposed approach and support its further methodological improvement.

5. CONCLUSION.

The study has theoretically examined the pedagogical conditions necessary for organizing military education integrated with national and universal human values.

The findings demonstrate that effective military-patriotic education requires the systematic implementation of seven interconnected pedagogical conditions: clearly defined educational objectives, integration of values into educational content, active student participation, consideration of age-related and individual characteristics, cooperation between families, schools, and local communities, teachers' professional competence and personal example, and systematic assessment of educational outcomes.

The proposed organizational and methodological model integrates target-oriented, content-based, organizational-methodological, and assessment-result components into a unified educational system.

The study also identifies practical directions for implementing the model among students in grades 8–9 and proposes cognitive, motivational and value-based, behavioral and practical, and reflective and evaluative criteria for assessing educational outcomes.

The theoretical and methodological findings provide a foundation for further experimental research and the development of practical recommendations for improving military-patriotic education in general secondary schools.

Ultimately, integrating national and universal human values into military education can contribute to the development of a patriotic, disciplined, responsible, socially active, and morally mature younger generation.

LIST OF REFERENCES.

1. Constitution of the Republic of Uzbekistan. New edition. – Tashkent, 2023.
2. Law of the Republic of Uzbekistan "On Education," dated September 23, 2020, No. ZRU-637.
3. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, dated April 17, 2020, No. 237.
4. Avloniy A. "Turkiy guliston yoxud axloq" [The Turkic Garden of Morality]. – Tashkent: Zabarjad Media, 2023. – 128 p.
5. Al-Farabi A.N. The Virtuous City. Selected Thoughts and Wisdom. – Tashkent: National Encyclopedia of Uzbekistan, 2004. – 160 p.
6. Yusuf Khos Hajib. "Qutadgu Bilig" [Wisdom of Royal Glory]. – Based on a selected edition.
7. Bandura A. Social Learning Theory. – Englewood Cliffs: Prentice-Hall, 1977. – 247 p.
8. Dewey J. Democracy and Education: An Introduction to the Philosophy of Education. – New York: Macmillan, 1916.
9. UNESCO. Global Citizenship Education: Topics and Learning Objectives. – Paris: UNESCO, 2015.
10. UNESCO. Education for Peace and Human Rights.