



IMPROVING PEDAGOGICAL OPPORTUNITIES FOR EDUCATING STUDENTS IN THE SPIRIT OF NATIONAL PRIDE (ON THE EXAMPLE OF MILITARY HIGHER EDUCATION INSTITUTIONS)

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Abstract

The formation of national pride among military students is a key component of modern military education. In the context of globalization, hybrid information influence, and ideological challenges, strengthening patriotism, civic identity, and moral responsibility among future officers has become a strategic task of higher military education. This article examines pedagogical opportunities for improving the process of educating students in the spirit of national pride in military higher education institutions.

The research is based on theoretical analysis, system approach, comparative analysis, and pedagogical modeling. The study identifies key pedagogical conditions that contribute to the formation of national pride, including the integration of historical heritage, military traditions, value-oriented education, and innovative teaching technologies. Special attention is given to interactive methods, case-based learning, project-based activities, and digital educational tools.

The results demonstrate that the effectiveness of national pride education depends on the integration of motivational, cognitive, axiological, and behavioral components. A structural-functional model for developing national pride among military students is proposed. The implementation of this model enhances patriotism, professional responsibility, military honor, and readiness to serve national interests.

Keywords: National pride, patriotism, military education, cadets, pedagogical opportunities, national identity, military pedagogy, civic responsibility.



Introduction

Annotatsiya

Ta'lim oluvchilarni milliy iftixor ru?ida tarbiyalashning pedagogik imkoniyatlarini takomillashtirish (harbiy oliy ta'lim muassasalari misolida)

Ushbu maqolada harbiy oliy ta'lim muassasalarida ta'lim oluvchilarni milliy iftixor ruhida tarbiyalashning pedagogik imkoniyatlarini takomillashtirish masalalari tahlil qilingan. Tadqiqotning dolzarbligi globallashtirish sharoitida bo'lajak harbiy mutaxassislarda vatanparvarlik, milliy o'zlikni anglash, fuqarolik mas'uliyati va konstitutsiyaviy burchga sadoqatni mustaqamlash zarurati bilan belgilanadi. Tadqiqotning maqsadi harbiy ta'lim tizimida milliy iftixorni shakllantirishning samarali pedagogik shart-sharoitlari, usullari va texnologiyalarini aniqlashdan iborat. Tadqiqotda nazariy tahlil, qiyosiy baholash, ilmiy yondashuvlarni tizimlashtirish Hamda pedagogik jarayonlarni modellashtirish usullaridan foydalanilgan. Maqolada milliy tarixiy meros, harbiy an'analar, ma'naviy-axloqiy qadriyatlar va innovatsion pedagogik texnologiyalarning milliy iftixorni rivojlantirishdagi ahamiyati asoslab berilgan. Shuningdek, interaktiv ta'lim metodlari, loyihaviy ta'lim, keys texnologiyalari, raqamli ta'lim resurslari va harbiy-vatanparvarlik tadbirlarining samaradorligi yoritilgan.

Tadqiqot natijalari milliy iftixorni shakllantirish samaradorligi ta'lim jarayonida motivatsion, kognitiv, aksiologik va faoliyatli komponentlarning uyg'un integratsiyasiga bog'liqligini ko'rsatdi. Harbiy ta'lim oluvchilarda milliy iftixorni shakllantirishning tarkibiy-funksional modeli taklif etildi. Ushbu modelni amaliyotga joriy etish bo'lajak ofitserlarda vatanparvarlik ongi, kasbiy mas'uliyat, ?arbiy sha'n va milliy manfaatlarga xizmat ?ilish tayyorgarligini kuchaytiradi.

Kalit so'zlar: milliy iftixor, vatanparvarlik, harbiy ta'lim, kursantlar, milliy identiklik, pedagogik imkoniyatlar, harbiy pedagogika, fuqarolik mas'uliyati.

Аннотация

Совершенствование педагогических возможностей воспитания обучающихся в духе национальной гордости (на примере высших военных образовательных учреждений)

В статье рассматриваются педагогические возможности совершенствования воспитания обучающихся в духе национальной гордости в высших военных



образовательных учреждениях. Актуальность исследования обусловлена необходимостью укрепления патриотизма, национального самосознания, гражданской ответственности и верности конституционному долгу у будущих военнослужащих в условиях глобализации и усиления идеологических вызовов. Цель исследования заключается в выявлении эффективных педагогических условий, методов и технологий формирования национальной гордости у обучающихся военных вузов.

В исследовании использованы методы теоретического анализа, сравнительной оценки, систематизации научных подходов и моделирования педагогических процессов. В статье обоснована роль национального исторического наследия, воинских традиций, духовно-нравственных ценностей и инновационных педагогических технологий в развитии национальной гордости. Особое внимание уделено интерактивным методам обучения, проектной деятельности, кейс-технологиям, цифровым образовательным ресурсам и военно-патриотическим мероприятиям.

Результаты исследования показали, что эффективность формирования национальной гордости зависит от интеграции мотивационного, когнитивного, аксиологического и деятельностного компонентов образовательного процесса. Предложена структурно-функциональная модель формирования национальной гордости у курсантов. Реализация данной модели способствует развитию патриотического сознания, профессиональной ответственности, воинской чести и готовности служить национальным интересам государства.

Ключевые слова: национальная гордость, патриотизм, военное образование, курсанты, национальная идентичность, педагогические возможности, военная педагогика, гражданская ответственность.

1. Introduction

Modern military education systems are facing increasing demands for the preparation of highly qualified officers who possess not only professional competencies but also strong moral values, patriotism, and loyalty to the state. National pride is considered a fundamental value that ensures the stability of a soldier's moral and psychological readiness for service [1].



Globalization and information pressure have intensified the need to preserve national identity and strengthen patriotic consciousness among young people [2]. In military higher education institutions, this issue becomes particularly significant because cadets are future defenders of national sovereignty and security.

The purpose of this study is to identify and substantiate pedagogical opportunities for improving the education of military students in the spirit of national pride.

2. Literature Review

Research on patriotic and value-based education shows that national pride is a multidimensional phenomenon combining emotional attachment, cognitive awareness, and behavioral commitment to national values [3].

According to Smith (1991), national identity is formed through shared historical memory and cultural heritage [4]. Vygotsky's cultural-historical theory emphasizes the role of social interaction in personality development [5]. Dewey (1916) highlights the importance of experiential learning in value formation [6].

In military pedagogy, Janowitz (1971) and Huntington (1957) emphasize the role of professional military education in shaping discipline, loyalty, and civic responsibility [7].

However, there is still insufficient research on integrated pedagogical models specifically aimed at developing national pride among military students in post-Soviet educational contexts.

3. Methodology

The research methodology includes:

theoretical analysis of pedagogical and military literature;

comparative analysis of educational approaches;

systematization of pedagogical conditions;

structural-functional modeling;

synthesis of value-based education theories.

The study is based on competency-based and personality-oriented educational paradigms [8].



4. Results and Discussion

4.1 Essence of National Pride in Military Education

National pride in military education is defined as a stable personal quality that combines emotional attachment to the homeland, awareness of national history, and readiness to defend national interests [9].

It plays a key role in shaping military identity, discipline, and moral responsibility.

4.2 Pedagogical Opportunities

The study identifies the following pedagogical opportunities:

a) Historical and Cultural Integration

The use of national history and military heritage enhances emotional and cognitive engagement of cadets [10]. Historical examples of heroism strengthen value orientation.

b) Military Traditions and Institutional Culture

Military ceremonies, rituals, and traditions contribute to identity formation and discipline [11].

c) Interactive Learning Technologies

Case studies, simulations, and project-based learning improve critical thinking and value internalization [12].

d) Digital Educational Tools

Virtual museums, multimedia platforms, and e-learning systems increase engagement and accessibility of historical knowledge [13].

e) Role of Educational Environment

The behavior of instructors and commanders significantly influences cadets' value system formation [14].

4.3 Structural-Functional Model

The proposed model includes:

Motivational component – development of patriotic motivation;

Cognitive component – acquisition of national and military knowledge;



Axiological component – formation of value system;

Behavioral component – practical application of patriotic values;

Reflective component – self-assessment and correction.

The interaction of these components ensures holistic development of national pride.

4.4 Pedagogical Conditions

Effective implementation requires:

integration of education and upbringing;

value-oriented educational environment;

active student participation;

use of innovative teaching methods;

cooperation between faculty and military command;

continuous moral and psychological support.

5. Conclusion

The study confirms that the formation of national pride among military students is a complex pedagogical process requiring systematic integration of historical, cultural, and innovative educational approaches.

The proposed structural-functional model enhances patriotism, civic responsibility, military honor, and professional readiness of future officers. Its implementation can improve the effectiveness of military education systems.

Future research should focus on empirical validation of the model.

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