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THE PLACE AND ROLE OF UPBRINGING IN FOSTERING PATRIOTISM AMONG YOUNG PEOPLE

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Abstract. The article examines the role of education in developing patriotism among young people. Particular attention is given to the interaction of family, educational institutions, community, and social environment in developing commitment to the homeland, civic responsibility, and respect for national values. The study also considers effective educational approaches for strengthening young people's sense of social responsibility and civic duty.

Keywords: patriotism, youth education, moral education, civic responsibility, national values, social activity.

Introduction. Raising the younger generation in a spirit of patriotism is one of the important pedagogical tasks that ensures the moral stability of society and its future development. The concept of patriotism is not confined merely to a person's emotional attachment to his or her homeland. It represents an integral system of qualities, including knowledge of the history of the Homeland, appreciation of national values, awareness of one's responsibility to society, respect for the law, and the aspiration to contribute to the country's development. For this reason, patriotic education serves not only to shape the moral world of a young person but also to define his or her social position [1; 2].

Today's young people are coming of age amid an extraordinarily accelerated flow of information. Various cultural outlooks, values, lifestyles, and social ideas exert a direct influence on the worldview of young people. Under such circumstances, it is not sufficient to confine patriotic education to the study of historical dates, heroes, or state symbols alone. A young person's sense of belonging to the Homeland must be formed through everyday responsibility, honest labor, the pursuit of knowledge, professional development, participation in community affairs, and respect for the interests of society. Consequently, contemporary patriotic education must be organized in close connection with a person's real-life activity.

Research Methodology. In order to identify the pedagogical foundations of fostering patriotism among young people, the study employed the analysis of pedagogical, psychological, and moral-educational literature, along with theoretical approaches based on comparative analysis, systematization, generalization, and pedagogical observation. In determining the content of patriotic education, the interrelationship between a person's moral development, civic position, national self-awareness, and social activity was taken as the main criterion.

Results. The findings of the study show that the family environment exerts an initial and long-term influence on fostering patriotism among young people. A child first comes to understand such concepts as love for the Homeland, family, and native language, respect for elders, diligence, and responsibility through relationships within the family. Parents' attitude toward their responsibilities, the culture of communication with children, and the attention given to historical memory and national values within the family influence a young person's subsequent social outlook. For this reason, it would be incorrect to regard patriotic education solely as the responsibility of educational institutions.

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Stable results can be achieved only when the educational ideas conveyed by the institution are in harmony with the environment within the family [3].

One of the important outcomes of patriotic education is the development of civic responsibility. Love for one's Homeland should not be separated from a person's awareness of his or her obligations to society. Young people's observance of the law, responsible approach to education, careful treatment of public property, concern for environmental problems, and conscientious performance of their professional duties can likewise be regarded as practical manifestations of patriotism. Such an approach broadens the content of the notion of "serving the Homeland" in young people's minds and prevents it from being associated exclusively with military service.

The use of national history and historical memory in the educational process is also of great importance. Studying the contribution of ancestors to science, culture, state governance, and the development of society helps young people to become aware of their national identity. However, rather than presenting historical figures and events solely in a laudatory manner, it is preferable to analyze their activities in connection with the historical circumstances, social environment, and characteristics of the era. Such an approach teaches young people to draw lessons from history, to link the national heritage with contemporary life, and to think critically [4].

The study also found that the educational influence of personal example is of particular importance. Young people often pay more attention to the practical conduct of adults than to what they say. A teacher's dedication to his or her profession, parents' attitude toward labor, the fair decisions of community leaders, and the initiatives of socially active citizens serve as real-life examples for young people. For this reason, the personal position and conduct of the educator or teacher should be regarded as a distinct pedagogical instrument in patriotic education [6].

Socially useful activity is also an effective means of strengthening young people's patriotic spirit. Various volunteer projects, environmental initiatives, community-life activities, charitable work, improvement projects, and young people's participation in social projects strengthen their sense of belonging to society. This is because a young person begins to grasp the practical meaning of civic responsibility not merely by studying society's problems theoretically, but by taking part in the process of solving them [5].

Discussion. The effectiveness of patriotic education largely depends on its content and the manner in which it is organized. Education based excessively on moralizing may restrict young people's capacity for independent thinking. It is therefore important that contemporary educational activity make use of conversation, discussion, projects, creative assignments, social initiatives, and reflective exercises.

In today's information environment, media literacy is also becoming an important element of young people's patriotic education. The ability to verify various information found online, distinguish reliable from unreliable sources, identify manipulative material, and take a critical attitude toward information helps young people form an independent worldview. In this regard, education should be aimed not at completely isolating young people from external information, but at teaching them to approach it consciously and critically [7; 8].

In the context of Uzbekistan, strengthening cooperation among the family, educational institutions, and the mahalla (local community) is of particular importance in improving patriotic education. Stable social values are formed in a young person when the educational goals of these three social environments complement one another. In particular, joint projects involving active community

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members, teachers, and parents create favorable opportunities for engaging young people in real social life.

Conclusion. Fostering patriotism among young people is a continuous, multifactorial, and systematic pedagogical process. Its effectiveness is determined not merely by shaping young people's emotional attachment to the Homeland, but by developing in them such qualities as civic responsibility, national self-awareness, social activity, diligence, and respect for the interests of society. On the basis of the analysis, it can be said that the main effect of patriotic education should manifest itself in young people's everyday conduct. The pursuit of knowledge, thorough mastery of one's profession, respect for the law, active concern for society's problems, and the aspiration to contribute to the country's development are the practical expression of patriotism. It is therefore advisable to link educational work with real-life situations, social projects, and young people's personal initiatives. Overall, strengthening cooperation among the family, educational institutions, and the mahalla, reinforcing teachers' personal example, making effective use of historical and national heritage, supporting young people's social activity, and developing critical thinking in the contemporary information environment emerge as the principal factors that increase the effectiveness of patriotic education.

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