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# THE ROLE OF MILITARY SCIENCE TEACHING METHODOLOGY IN DEVELOPING PATRIOTISM AND CIVIC RESPONSIBILITY AMONG STUDENTS

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**Annotation:** This article analyzes the role and significance of military science teaching methodology in developing a sense of patriotism and fostering civic responsibility among higher education students. The integration of military-patriotic education with interactive methods, information and communication technologies, and practical training within the educational system is examined. Furthermore, modern pedagogical approaches aimed at enhancing students' military-legal literacy, decision-making skills in emergency situations, and strengthening their responsibility regarding national security are highlighted.

**Keywords:** Military sciences, teaching methodology, patriotism, civic responsibility, pedagogical technologies, military-patriotic education, professional competence.

## INTRODUCTION

In today's era of accelerating globalization and intensifying information threats, developing a robust ideological immunity in youth and educating them in the spirit of national and universal values is a strategic imperative for any state. Higher education students will soon emerge as leading specialists across various sectors of society. Consequently, acquiring professional knowledge and skills alone is insufficient; students must also possess a high degree of civic responsibility and a deep sense of personal involvement in the destiny of their Motherland.

Within higher education institutions, military sciences play a pivotal role in preparing young people morally, ethically, physically, and in practical military aspects. However, the effectiveness of these classes directly depends on the teaching methodology employed. Moving beyond traditional lecture-based instruction to integrate innovative, interactive, and practice-oriented methods that foster an active civic stance among students stands as one of the primary challenges facing contemporary pedagogy.

### 1. Educational and Pedagogical Potential of Military Sciences

The complex of military sciences is not limited solely to teaching tactical actions or rules for handling weaponry. Their core essence relies on three main functions:

- **Educational function:** Providing students with systematic knowledge of the fundamentals of the military sphere, military legislation, military-historical heritage, and civil defense.
- **Developing function:** Shaping students' physical endurance, discipline, teamwork skills, and the ability to make prompt and rational decisions in critical situations.
- **Upbringing (Moral-Ideological) function:** Instilling a high sense of patriotism, national pride, loyalty to duty, and a feeling of involvement in state security.

Military discipline and order formed during military training enhance students' responsibility in their general academic activities and daily life.

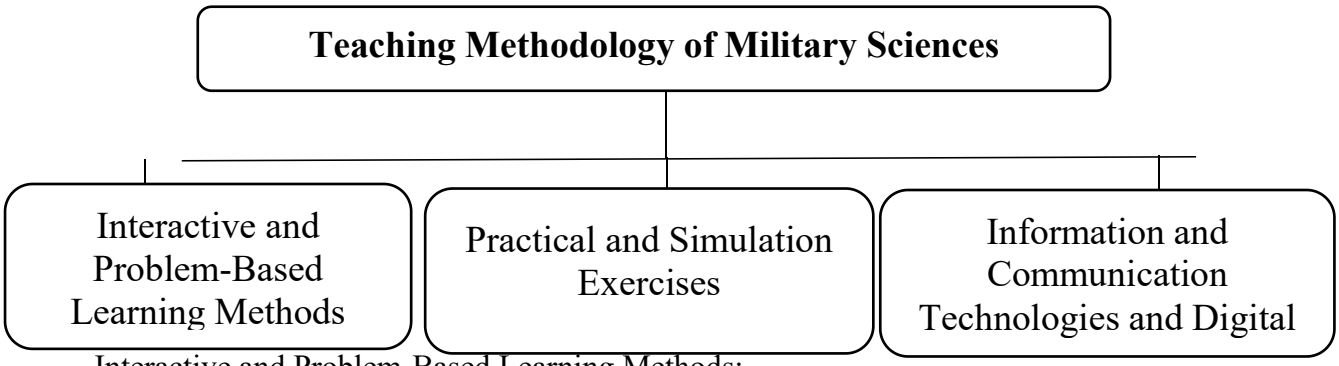
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Civic responsibility is not merely compliance with laws, but readiness to make a personal contribution to societal well-being, the peace of the country, and stability.

The specific features of military education fundamentally distinguish it from other academic disciplines, and these differences have led to the formation of military pedagogy as an independent direction. Factors such as discipline, order, physical fitness, mental resilience, and the ability to work under stress play a crucial role in such an educational process and are its integral parts. These characteristics determine not only the teaching methodology but also the organizational foundations of the entire pedagogical process. At the same time, the necessity of applying modern pedagogical technologies and psychological approaches is growing, as traditional methods no longer fully meet contemporary demands.

**2. Modern Methods in Developing Patriotism and Civic Responsibility**

To achieve the expected effectiveness in teaching military sciences, it is necessary to correctly select pedagogical methods and adapt them to the characteristics of the audience. In the modern educational process, the following methodological approaches yield high results:




Interactive and Problem-Based Learning Methods:

**Case-Study (Situational Analysis):** Students are presented with real-life scenarios reflecting historical military clashes, emergency situations, or military-legal collisions. Divided into small groups, students search for solutions to the problem. This fosters analytical thinking and a sense of respect for the rule of law in them.

**Debates and Group Discussions:** Organizing discussions on topics such as "National Security and Citizen's Duty" or "Military Discipline: A Restriction of Freedom or a Guarantee of Order?" helps students clarify their civic stance.

**Practical and Simulation Exercises:**

Military-Tactical Games and Exercises: Testing theoretical knowledge in field or training ground conditions, as well as in specialized simulation rooms. In this process, students learn to act as a unified team, take responsibility for their fellow comrades, and demonstrate leadership qualities.

First Aid and Civil Protection Classes: Fostering skills to save human lives and assist civilians in emergency situations reinforces a sense of humanism and civic duty among students.

Integration of ICT and Digital Technologies: Utilizing interactive presentations, documentary video films, 3D simulations, and multimedia tools during classes enhances the visual clarity of instructional materials and increases student engagement.

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**3. Criteria for Methodological Effectiveness in Teaching Military Sciences**

The process of improving military science teaching methodology must be evaluated based on specific criteria. The level of patriotism and civic responsibility developed in students can be assessed using the following table:

| Criteria | Indicators (Metrics) | Methodological Approach |
|---|---|---|
| **Cognitive (Knowledge)** | Thorough knowledge of the fundamentals of national security, military legislation, and military history. | Theoretical lectures, interactive and problem-based lectures, seminar discussions. |
| **Motivational-Value** | A sense of involvement in the fate of the Motherland, respect for military service and the national army. | Studying the lives of historical figures, organizing guest lectures and meetings with military personnel. |
| **Activity-Practical** | Discipline, physical fitness, acting correctly in emergency situations. | Tactical exercises, training ground and simulation training, first aid drills. |
| **Reflective (Responsibility)** | Awareness of the impact of one's actions on the security of society and the state. | Case studies, self-assessment, and defense of team projects. |

**4. Systematic Problems and Ways for Their Methodological Solution**

At present, a number of methodological and organizational problems are observed in the process of teaching military sciences in higher education institutions:

Disconnection between theory and practice: In some cases, classes are conducted solely in the form of lectures, and insufficient time is allocated for practical and multi-criterion exercises.

**Solution:** Increasing the proportion of practical classes in the curriculum and making wider use of training ground/simulation bases.

**Inadequacy of visual and material-technical base:** A shortage of modern computer software and weapon training simulators.

**Solution:** Creating digital educational resources and equipping military departments with interactive models.

**Formalism and uniformity:** Patriotism education sometimes being limited to dry slogans and lectures.

**Solution:** Involving students in project-based learning and military-historical research activities that encourage active inquiry.

The military education system differs sharply from civic education in terms of its purpose, content, and organizational principles, demonstrating that these differences are fundamental not only in form but also in essence. This distinction is primarily determined by the specific nature of military activity, which cannot be compared with any other types of professional activity—it is associated with high risk, stressful conditions, the necessity of prompt decision-making, and high responsibility for unpredictable outcomes. At the same time, since the military education process is constantly aimed at preparing for real combat situations, every element of it holds practical significance and requires the direct implementation of theoretical knowledge.

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To objectively assess the overall effectiveness of the educational process, determine the outcomes of pedagogical methods and approaches, and define directions for improving teaching quality, it is necessary to widely introduce modern monitoring systems, digital technologies, and innovative assessment tools. Based on the data obtained through these systems, an opportunity is created to continuously improve the educational process and adapt curricula in accordance with the needs of cadets.

In conclusion, we can state that fundamentally improving the pedagogical environment in the military education system, democratizing instructor-cadet relations and organizing them based on humanistic principles, and optimizing the educational process by taking into account the individual characteristics of cadets not only enhance the quality of education but also significantly strengthen the professional development of cadets. This process helps shape cadets' professional competencies, develop their creative thinking abilities, acquire skills in independent problem-solving, and form them as specialists who meet the demands of modern military activity. The positive changes resulting from such a comprehensive approach are reflected not only within the military educational institutions themselves, in the educational process, and in the institutional environment, but also exert a broad positive impact on the social, economic, and cultural development of society as a whole.

Developing patriotism and civic responsibility in students is a continuous and multifaceted pedagogical process. The methodology of teaching military sciences serves as the primary driving force in this process. Research and analysis show that in order to effectively organize the educational process in military sciences, it is necessary to implement the following recommendations: widely introduce interactive and simulation methods into the class process, transforming students from mere listeners into active participants who analyze situations and make decisions.

**Ensuring Interdisciplinary Integration:** Teaching military sciences in seamless connection with subjects such as history, jurisprudence, psychology, and cybersecurity.

**Enhancing the Harmony of Moral-Educational and Military-Practical Activities:** Studying the military art and patriotic heritage of our great commanders (Amir Temur, Jaloliddin Manguberdi, and others) by linking them to modern military-tactical knowledge.

**Improving the Methodological Skills of Pedagogical Staff:** Continuously enhancing the qualifications of military science instructors in modern pedagogical technologies and interactive methods.

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