



METHODS OF TEACHING IN THE SPIRIT OF MILITARY PATRIOTISM IN GENERAL SECONDARY EDUCATION AND SPECIALIZED SCHOOLS

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Abstract

This article examines a number of methodologies used in the military-patriotic spirit of general secondary education and specialized schools in Uzbekistan. Each new generation does not inevitably create the basis of material and spiritual culture but receives cultural values created by ancestors. Central Asia is known for its eminent thinkers in the world community. A comprehensive study of the rich cultural heritage of these philosophers is a key task of today's scientists. The study of the legacy of these thinkers was banned during the Soviet era. They were treated unfairly from the point of view of communist ideology.

Keywords: military patriotism, teaching methods, secondary education.

Introduction

During the period of the former Soviet Union, there was an outrageous policy aimed at deliberately destroying the identity, spirituality, and national values of the peoples living in the union republics. As a result of this wrong policy, the glorious history of nations within the Soviet Union was falsified. The activities and services of our great ancestors were denied. During this period, our rich cultural heritage has been unstudied, or there have been cases of distortions based on communist ideology. The purpose of such policy, which is completely contrary to scientific logic, was to keep the Soviet Union republics in bondage, depriving them of their spiritual heritage. In addition, such policy was also required to formulate an incorrect view that “the nations that belong to the Union were subject to culture and education only after the Russian occupation.”

The rich cultural heritage created by our ancestors during the Central Asian Renaissance has intensified over the past quarter-century. Examining the impact of this cultural heritage on the spirituality of young people and exploring their patriotic ideas is one of the major challenges confronting the scientific community.

In the hearts of cadets, the rich martial arts of our commanders, such as national spirit, kindness and loyalty to the Motherland, comprehensively educating a sense of





justice, our great ancestors, including Jalaliddin Manguberdi, Amir Temur, Shahrukh Mirzo, Zahiriddin Muhammad Babur, are among the most pressing issues of our time. Today, much attention is paid to educational processes in all educational institutions of Uzbekistan. The goal is to introduce young people to the ideas put forward in the legacy of the great figures of our Motherland. As the President of the Republic of Uzbekistan Shavkat Mirziyoyev noted, "The unique and inimitable scientific and spiritual heritage of our great ancestors should become a program for us for life. This immortal legacy is always with us, and it should always give us strength and inspiration. First of all, we must fill the national education system with this spirit."

From this point of view, it is recommended to increase the level of mastery of students through the use of various modern pedagogical technologies in the study of Babur's heritage, which is widely covered in textbooks of military pedagogical science. "Because those who are engaged in pedagogical activities must have high moral qualities" says the scientist-teacher B. Abdullayeva. "Only then will students be able to think about the quality of their knowledge and education."

The study of Babur's legacy, along with identifying the awareness of young people about the life and work of the king and the poet, the development and implementation of important methods for preventing existing problems through this is one of the most important issues in the field of pedagogy. Babur's legacy there is a need for active study of literature, history, philosophy, cultural studies, sociology, pedagogy, psychology, geography, architecture and military sciences in the direction of science, that is, the need to integrate science into the study of Babur's legacy by harmonizing the military and pedagogical spheres.

For example, from the point of view of historical science, the life and activities of Babur, his military skills and scientific heritage are actively studied. In this regard, many materials were published as a result of research by a number of European scientists, Japanese researchers, as well as Indian and Afghan authors. But there are issues on which it is necessary to come to a unanimous conclusion that further research will serve to draw conclusions covering these aspects. Thanks to the fundamental research conducted in this field, Babur's legacy serves to show its place and importance in the education of cadets in a pedagogical way.

Through research in the pedagogical direction, the cadet is required to develop methods and tools for studying the life and activities of young writers, forming specific criteria and methodological skills. Although there is a general opinion and propaganda skills in this regard, it is necessary to develop important imprints of the realization of the personality of Babur and "Baburname" and other works on educating young people as military patriots, humane, responsible, business people.





Babur's military and creative skills were honored by world scientists. This breed, capable of withstanding any test, embodying will and perseverance, is able to harmonize military cunning and courage. He could both punish and pardon, if necessary. He was a talented military man and a commander who knew a lot about business, was able to skillfully manage the troops, winning their trust. Being a cautious statesman, he also paid attention to every little thing. The fact that this king was not only a conqueror, but also a creator – builder, was recognized by many researchers.

According to the President of Uzbekistan, Sh. M. Mirziyoyev: "... This great person from the age of twelve did his best to preserve the state of the Temurids, he was not afraid of enemies or any trials. Forty-six years of life have passed without even knowing peace for a moment. He inherited a great love for the Motherland and noble qualities for his descendants."

Although there are many different sources devoted to the history of decision-making and international relations of the Baburid State, and printed sources written subsequently, nevertheless, scientific research on the relations between the peoples living in these two regions is a lack. In particular, there are not enough scientific papers on this topic that can meet the modern requirements of the Uzbek language, objectively expressing history. Taking into account this situation, we have tried to highlight the period of the Baburid dynasty in India and the international relations of this state.

The creation of a system of broad cooperation with the international community in the study of Babur's heritage is one of the main needs. It is necessary to translate into Uzbek the works created by scientists of the world about the life and work of Babur, bring facsimile copies of the legacy of Babur to the country, study the translated copies of the book in foreign languages. It is also advisable to develop joint programs for the international implementation of these issues, draw up and launch memoranda of cooperation, organize international forums and conferences. Therefore, this is an important step towards a perfect study of the issue of mutual coordination of research in the field of pedagogy.

The further development of patriotism in them by teaching young people, especially cadets, the heritage of Babur, is considered one of the priorities. Taking into account these goals, it will be necessary to determine the level of knowledge about the life and activities of Babur among young people, in particular cadets and other military personnel, its scientific and spiritual heritage, military skills. Among them, sociological research should be actively conducted. Thanks to this, it will be possible to clarify the level of knowledge of young people about the personality of Babur, the





level of attention to him, awareness of his heritage, his contribution to the national statehood of Uzbekistan, his recognition on a global scale, his activities as the heir of the Timurid dynasty. It is worth developing methods and tools, stages of teaching them the legacy of Babur, only after these results are obtained.

It is worth noting that it is permissible to develop the methodology and technology of teaching Babur's legacy to cadets. To draw a clear boundary in explaining the essence of the concepts of "methodology" and "technology" is a somewhat difficult question. However, an analysis of their features allows us to highlight some of the various aspects.

Methodology is a private didactics, that is, the theory and practice of teaching a particular subject. Therefore, we should pay attention to the fact that each science has its own specific didactics, as well as the existence of a specific dictionary of social and humanitarian sciences, requires a separate didactic approach to such subjects as history, cultural studies, national idea, jurisprudence. However, we rely on educational technologies for this. Technological development of education is a pedagogical direction that studies the optimal ways and effective means of achieving educational goals based on a technological approach to the learning process and reveals patterns. The technological approach to education consists in analyzing the general, particular goals of the educational process through a thorough analysis of the content of information and education, achieving the intended guidelines in the areas of designing and implementing education on the basis of determining the didactic goal of education at the points of contact between the goals of the teacher and students.

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