

American Journal of Social and Humanitarian Research

Vol. 7 Issue 10 | **pp.** 175-185| **ISSN:** 2690-9626
Available online @ https://globalresearchnetwork.us/index.php/ajshr

Article

Pedagogical and Psychological Mechanisms of Developing Professional Competence and Military-Patriotic Values Among Young People in Preparation for Military Service

***Goziyev Xusan*[1]**

1. Independent Researcher, Karakalpakstan Branch, Uzbekistan National Institute of Educational Pedagogy
Correspondance: xusangoziyev89@gmail.com

Abstract: This article examines the pedagogical and psychological mechanisms involved in developing professional competence and military-patriotic values among young people preparing for military service. It argues that military preparation should not be limited to acquiring theoretical military knowledge and practical skills but should encompass the integrated development of moral, psychological, legal, physical, and practical readiness. The article highlights the importance of cooperation among educational institutions, families, and local communities, as well as the potential of pre-conscription training, interactive teaching methods, and practical activities to develop military-professional competence. Particular attention is paid to the educational potential of national historical and cultural heritage, including military and educational ideas associated with the era of Amir Temur, in fostering patriotism, responsibility, discipline, courage, and teamwork. Using document analysis, theoretical synthesis, and pedagogical modeling, the article proposes an integrated pedagogical model that combines motivation, knowledge acquisition, practical skills, psychological and physical readiness, independent activity, and reflection as interrelated stages in preparing young people for military service.

Keywords: *military service, professional competence, military-patriotic education, pedagogical mechanisms, psychological mechanisms, military training, pre-conscription training, motivation, military knowledge, physical fitness, patriotism*.

Citation: Xusan G., Pedagogical and Psychological Mechanisms of Developing Professional Competence and Military-Patriotic Values Among Young People in Preparation for Military Service. American Journal of Social and Humanitarian Research 2026,7(10). 175-185.

Received: 10th Sept 2026
Revised: 11th Sept 2026
Accepted: 24th Sept2026
Published: 26th Oct 2026

Copyright: © 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/)

1. Introduction

In the context of globalization and ongoing socioeconomic changes, the comprehensive development of the younger generation, their preparation for active participation in social life, and the cultivation of an awareness of their civic responsibilities toward the homeland are among the important objectives of the education system. In particular, preparing young people for military service is associated not only with physical and military-practical training but also with their moral, ethical, and psychological development.

By its very nature, military service requires a high level of responsibility, discipline, determination, teamwork, rapid decision-making, and the ability to regulate one's behavior in challenging situations. Therefore, in addition to the necessary knowledge and skills, it is essential to develop specific professional and personal qualities in young people preparing for military service [1].

The effective organization of this process requires the continuous improvement of educational content, methods, and resources based on contemporary pedagogical and psychological approaches. Young people's existing life experiences, interests, individual psychological characteristics, and attitudes toward military service should be taken into account. National policy documents on military-patriotic education also emphasize the importance of coordinated educational activities and the systematic development of patriotic values among young people [2].

The objective of this article is to substantiate the pedagogical and psychological mechanisms through which professional competence and military-patriotic values can be developed among young people preparing for military service. In line with this objective, the article pursues four research tasks: (1) to clarify the structure of military-professional competence; (2) to identify the psychological mechanisms that support readiness for military service; (3) to determine the pedagogical conditions, forms, and methods that make these mechanisms effective in practice; and (4) to propose an integrated pedagogical model that links these elements into a coherent sequence [3].

2. Materials and Methods

This study adopts a conceptual, theoretical-analytical research design. It does not report primary data collected from participants; instead, it develops its findings through the analysis, comparison, and synthesis of normative documents, scholarly literature, and national historical and pedagogical sources. This design corresponds to the stated objective, since the integrated mechanisms and the pedagogical model proposed here must first be justified theoretically before they can be tested empirically.

Three groups of sources were analyzed. The first comprises normative-legal and policy documents regulating military service and military-patriotic education in the Republic of Uzbekistan together with national strategic documents. The second comprises scholarly works in pedagogy, educational psychology, and military psychology that address competence motivation and self-regulation experiential and reflective learning social and ecological influences on development instructional methods feedback and psychological resilience and commitment in military settings. The third comprises sources on national historical and pedagogical heritage, including the educational legacy of Abdulla Avloniy and historical scholarship on the era of Amir Temur. Sources were selected on the basis of their relevance to the research tasks, their theoretical influence in the respective field, and their applicability to the preparation of young people for demanding, responsibility-intensive activity.

The analysis proceeded in four stages. First, document analysis was used to identify the objectives, institutional arrangements, and expectations concerning military-patriotic education and pre-conscription training. Second, thematic content analysis of the sources was used to group the material into four categories: the components of military-professional competence, psychological mechanisms, pedagogical conditions and methods, and the role of historical heritage. Third, comparative and theoretical synthesis was applied to relate these categories to established theoretical frameworks and to the findings of previous studies. Fourth, the systems approach and pedagogical modeling were used to integrate the resulting elements into the sequential model presented in Section 9.

Several limitations follow from this design. The findings are analytical rather than statistical: they indicate what theory and evidence suggest should be effective, not the size of effects in a given educational setting. Much of the cited research originates in other national and institutional contexts, so its applicability has to be examined critically. To strengthen the credibility of the interpretation, conclusions were drawn only where several

independent sources of different types (normative, theoretical, and historical) pointed in the same direction.

Professional Competence in Preparing Young People for Military Service

Professional competence can be defined as an integrated set of knowledge, skills, abilities, experience, values, and personal qualities that enables an individual to perform a particular activity effectively. In the context of military service, this concept acquires a more complex meaning. Military personnel are expected not only to possess theoretical knowledge but also to apply it in real-life situations, cooperate with others, comply with disciplinary requirements, and make responsible decisions.

From this perspective, it is appropriate to develop military-professional competence among young people through the following components:

1. **Moral and ethical competence.** This component includes loyalty to the homeland, civic responsibility, awareness of duty, respect for national values, and adherence to ethical principles.
2. **Psychological competence.** This involves psychological resilience, determination, emotional self-regulation, adaptability, and the ability to respond constructively to stressful situations.
3. **Legal and civic competence.** This component encompasses knowledge of the Constitution of the Republic of Uzbekistan, legislation governing military service, and the nature of military obligations.
4. **Military-technical competence.** This includes basic knowledge of military equipment and related resources, safety regulations, and the fundamental requirements of military activities.
5. **Practical and physical competence.** This involves physical fitness, the ability to perform basic practical tasks, first-aid skills, and appropriate responses to emergency situations.

The integration of these components makes it possible to develop young people's readiness for military service as a coherent and multidimensional system rather than as a collection of separate knowledge and skills.

The Pedagogical Significance of Military-Patriotic Education

Limiting military-patriotic education to isolated events or specialized training sessions may reduce its overall effectiveness. Patriotism is not merely a quality demonstrated during a particular educational activity; it is a relatively stable value reflected in an individual's everyday behavior, beliefs, sense of responsibility, and attitude toward society.

Consequently, patriotic education should be integrated into different academic subjects, educational events, practical training sessions, the study of historical sources, and collaborative activities.

Cooperation among families, educational institutions, and local communities is also an important pedagogical factor in developing military-patriotic values among young people. Coordinated efforts by these social institutions contribute to the consistent development of young people's understanding of the homeland, society, and military duty. This approach is consistent with the objectives of Uzbekistan's national framework for improving the effectiveness of military-patriotic education for 2023–2027.

Educational activities should therefore provide opportunities for young people to understand the social significance of military service, reflect on civic responsibility, develop respect for national traditions, and connect patriotic values with responsible everyday conduct.

Psychological Mechanisms of Preparing Young People for Military Service

Psychological readiness occupies a particularly important position in the preparation of young people for military service. Military activities may involve psychological pressure, uncertainty, changing circumstances, and the need to make decisions promptly and responsibly.

The development of psychological readiness can be supported by the following mechanisms:

- **Motivational mechanism:** developing a positive attitude toward military service and strengthening intrinsic motivation to fulfill civic responsibilities.
- **Value-oriented mechanism:** transforming the concepts of homeland, duty, honor, and responsibility into personally meaningful beliefs and behavioral principles.
- **Emotional-volitional mechanism:** developing perseverance, emotional self-regulation, self-discipline, and the ability to cope with difficulties.
- **Reflective mechanism:** encouraging individuals to analyze their own actions, decisions, achievements, limitations, and opportunities for improvement.
- **Socio-psychological mechanism:** developing communication, cooperation, mutual assistance, and constructive participation in group activities .

The interaction of these mechanisms supports not only the acquisition of military knowledge but also psychological adaptation to the requirements and conditions of military service.

An important pedagogical consideration is that psychological readiness should be developed progressively and in accordance with young people's individual characteristics. Educational activities should encourage self-confidence, responsible decision-making, emotional awareness, and cooperation rather than relying exclusively on the transmission of information.

The Potential of Pre-Conscription Training

Pre-conscription initial training is an important practical and pedagogical means of preparing young people for military service. Through this form of training, learners become familiar with the nature of military service, military discipline, safety requirements, civil defense, first aid, physical training, and other foundational competencies.

The educational process should not be limited to presenting information in a ready-made form. Practical exercises, problem-based learning, and scenario-based activities should also be incorporated.

For example, learners may be asked to determine an appropriate response to an emergency, provide basic first aid to an injured person, or complete a collaborative task. Such activities can promote independent thinking, responsible action, teamwork, and decision-making skills.

The effectiveness of pre-conscription training depends on the relationship between theoretical instruction and practical application. Learners should be given opportunities to demonstrate their knowledge, identify mistakes, receive constructive feedback, and improve their performance .

The importance of strengthening pre-conscription initial training is also reflected in the measures established under Resolution No. 267 of the Cabinet of Ministers of the Republic of Uzbekistan, dated June 29, 2023.

The Use of Historical Heritage in Military-Patriotic Education

National history and cultural heritage offer considerable educational potential for developing military-patriotic values among young people. In particular, the historical legacy associated with the era of Amir Temur can serve as a source for discussing military discipline, organization, strategic thinking, collective responsibility, and the protection of state interests.

When studying historical figures and events, educators should move beyond memorization and encourage learners to analyze the relationships between historical circumstances, decisions, and outcomes. This approach can strengthen historical thinking, independent reasoning, and awareness of national identity.

The educational value of historical heritage lies not simply in presenting the achievements of prominent figures but also in developing the ability to interpret historical experience critically and connect relevant lessons with contemporary civic and educational responsibilities.

The experience of specialized military-academic educational institutions, such as the Temurbeklar maktabi schools, can also be considered in discussions of discipline, responsibility, leadership development, and preparation for military-oriented education.

Historical materials should be used in an age-appropriate and academically balanced manner. Their educational interpretation should encourage informed reflection, respect for cultural heritage, and an understanding of the relationship between individual responsibility and the common good.

The Use of Modern Pedagogical Technologies

The use of contemporary pedagogical technologies can improve the effectiveness of military training by increasing learners' engagement and providing opportunities to apply knowledge in practical contexts. Alongside traditional lectures and explanatory methods, the following approaches can be employed:

- problem-based learning;
- case-study methods;
- structured discussions and debates;
- role-playing activities;
- small-group work;
- project-based learning;
- brainstorming;
- scenario-based assignments;
- reflective learning;
- digital educational resources.

For example, a scenario-based assignment entitled "How Should an Appropriate Decision Be Made in a Military Situation?" could require learners to develop several possible courses of action and analyze their advantages, limitations, and potential consequences.

This type of activity encourages learners to justify their decisions, consider alternative perspectives, cooperate with peers, and transfer theoretical knowledge into practical contexts.

The choice of teaching methods should correspond to the learning objectives, the learners' level of preparation, and the nature of the competencies being developed. Practical exercises should also be conducted under appropriate supervision and in accordance with relevant safety requirements.

9. A Pedagogical Model for Military-Patriotic Preparation

The preparation of young people for military service can be organized according to the following sequence:

Motivation → Knowledge acquisition → Practical skills → Psychological readiness → Physical readiness → Independent activity → Reflection → Competence development.

Within this model, the initial stage focuses on developing interest in military service and a positive understanding of its civic significance. The next stage involves acquiring theoretical knowledge, which is subsequently consolidated through practical exercises.

Psychological and physical readiness are developed as integral elements of the process rather than as separate or optional activities. Independent tasks enable learners to apply their knowledge, cooperate with others, and demonstrate responsible behavior.

At the final stage, learners assess their own knowledge and skills, identify errors, and determine how their performance can be improved. Reflection thus becomes an important mechanism for connecting learning experiences with further competence development.

The proposed model conceptualizes military preparation not merely as the accumulation of information but as the integrated development of knowledge, practical abilities, personal qualities, and responsible behavior.

3. Results

This section interprets the findings of the conceptual analysis in relation to the research objectives formulated in the Introduction, compares them with previous studies, and discusses their theoretical and practical implications. Because the study is conceptual, the findings are understood as analytical outcomes (a structure of competence, a set of mechanisms, a set of pedagogical conditions, and a model) rather than as measured effects.

Principal Findings in Relation to the Research Objectives

The conceptual analysis presented in this article indicates that an approach focused exclusively on the acquisition of military knowledge is insufficient for comprehensive preparation for military service. The specific demands of military activities require the integration of moral and ethical stability, psychological readiness, physical fitness, legal awareness, and practical skills. This finding responds directly to the first research task and is consistent with the view that competence comprises motives, personal traits, and values as well as knowledge and skills [4].

Accordingly, the pedagogical mechanisms of military-patriotic education should integrate educational content, teaching methods, the learning environment, and social cooperation. Psychological mechanisms should focus on developing intrinsic motivation, personal values, emotional and volitional qualities, and self-regulation. These findings address the second and third research tasks: the five psychological mechanisms identified in Section 5 operate through, and depend upon, the pedagogical conditions described in Sections 4 and 6 to 8.

One of the most important considerations is that young people should participate actively in their own preparation for military service. Rather than simply receiving information, they should have opportunities to solve problems, make independent decisions, collaborate in groups, and evaluate their own performance [5]. The integration of educational institutions, families, and local communities can further strengthen the continuity of military-patriotic education, and national policy documents provide an institutional framework for coordinating these efforts and improving pre-conscription training

h relates each research task to its main result and to the implication that follows from it.

Table 1. Research tasks, principal findings, and implications

Research task	Principal finding	Implication
1. Structure of military-	Competence is a multidimensional system of five interrelated components (moral and ethical,	Curricula and assessment should address all five components rather than knowledge alone.

professional competence	psychological, legal and civic, military-technical, practical and physical), not a collection of separate knowledge items.	
2. Psychological mechanisms	Motivational, value-oriented, emotional-volitional, reflective, and socio-psychological mechanisms interact and should be developed gradually and in line with individual characteristics.	Instruction should foster autonomy, self-regulation, and reflection, not only the transmission of information.
3. Pedagogical conditions and methods	Effective conditions include integration of patriotic education into regular activities, partnership among institutions, families, and communities, practice-oriented pre-conscription training, critical use of historical heritage, and supervised interactive methods.	Programs should be coordinated across settings and should combine theory, supervised practice, and constructive feedback.
4. Integrated pedagogical model	An eight-stage sequence from motivation to competence development, in which psychological readiness, physical readiness, and reflection are integral stages.	The model can guide program design and serves as a hypothesis for empirical testing.

Interpretation of the Findings

The first finding, that competence for military service is a system, can be interpreted through the distinction between visible and less visible elements of competence. Knowledge and skills are relatively easy to teach and assess, whereas motives, values, and self-concept are more central to long-term performance but develop more slowly [6]. The moral-ethical and psychological components identified in Section 3 correspond to this less visible layer. This helps to explain why isolated events or short training sessions, as noted in Section 4, rarely produce a durable change in values: the underlying components require repeated, meaningful experience over time.

The psychological mechanisms can be interpreted in the light of self-determination theory, which holds that the internalization of values and sustained motivation depend on the satisfaction of the needs for autonomy, competence, and relatedness two aspects of the same process: young people are more likely to treat homeland, duty, and responsibility as their own beliefs when they understand their meaning, experience themselves as capable, and feel connected to a supportive group. Where preparation relies solely on external requirements, behavior may be compliant but values are less likely to become stable [7]. The emotional-volitional and reflective mechanisms correspond to the forethought, performance, and self-reflection phases of self-regulated learning and the reflective mechanism in particular reflects the idea that professionals learn by analyzing their own actions. The socio-psychological mechanism is supported by the role of social interaction and observation in learning.

The pedagogical conditions identified in this study can be explained by the ecological view of development, according to which a young person develops within interconnected settings such as school, family, and community, and the quality of the links among these settings affects the outcome. The finding that cooperation among institutions,

families, and communities is a condition of continuity is therefore not merely organizational. It reflects the fact that consistent messages and expectations across settings strengthen the internalization of values, a point also made in research on school-family-community partnerships. Similarly, the emphasis on feedback in pre-conscription training is consistent with evidence that feedback is among the most influential factors in learning when it clarifies goals, progress, and next steps [8].

The use of historical heritage is interpreted here not as the presentation of idealized models but as a resource for critical reflection on discipline, organization, and responsibility. This reading is consistent with the long-standing emphasis of Uzbek educational thought on moral upbringing as the basis of civic character and with the use of historical scholarship that analyzes the military and political organization of the Temurid period as a subject of study rather than of admiration. Finally, the proposed model should be read as cyclical rather than strictly linear. Reflection at the end of one cycle informs motivation and goal-setting at the beginning of the next, which parallels the experiential learning cycle of experience, reflection, conceptualization, and application [9].

4. Discussion

Comparison with Previous Studies

The finding that preparation should be multidimensional agrees with the broader literature on competence and on the science of learning and development, which stresses that cognitive, social, emotional, and identity-related aspects of development are interconnected and should be addressed together. The present analysis extends this literature by specifying two components that are particularly relevant to the context of military service, namely legal and civic competence and military-technical competence, and by linking them to the moral and psychological components within a single structure [10].

In the field of military psychology, resilience training programs for serving personnel have been developed and implemented systematically, with an emphasis on emotional regulation, realistic thinking, and mutual support . The psychological competence and emotional-volitional mechanism described in this article are consistent with that approach. The difference lies in the target group and setting: the present analysis concerns young people in an educational environment before service, where the aim is gradual preparation and the development of values rather than operational training. For this reason, findings from programs for serving personnel should not be transferred directly without adaptation.

The emphasis on value orientation also resonates with the classic distinction between an institutional orientation, in which service is grounded in a sense of calling and shared values, and an occupational orientation, in which it is grounded mainly in contractual and material considerations [11]. By stressing internalized values, civic responsibility, and a sense of duty, the proposed model is closer to the institutional orientation. At the same time, a purely value-based approach may be insufficient, and the model therefore combines it with practical skills, clear information about legal obligations and attention to individual motivation.

With respect to teaching methods, research on problem-based learning indicates that it supports flexible knowledge and self-directed learning. However, critics argue that instruction with minimal guidance is less effective for novice learners. The model proposed here is compatible with both positions: it recommends problem-based and scenario-based activities, but within a structure that includes prior theoretical instruction, supervision, and constructive feedback. This is a point of difference from approaches that treat interactive methods as a substitute for direct instruction.

Finally, the cited normative documents establish the institutional and organizational framework for military-patriotic education and pre-conscription training. The present

analysis complements that framework by proposing the pedagogical and psychological content that can fill it, namely the mechanisms through which values and competence are developed and a sequence in which they can be organized. A limitation of the comparison is that much of the cited empirical research was conducted outside Uzbekistan, and its applicability to local educational and cultural conditions remains to be verified [12].

Theoretical Implications

First, the study integrates several theoretical perspectives that are usually discussed separately (self-determination theory, social-cognitive and self-regulation theory, experiential learning, and ecological systems theory) into a single explanatory framework for preparing young people for military service. This integration shows how motivational, cognitive, emotional, and social processes are linked at different stages of preparation.

Second, the study conceptualizes patriotism as an internalized and relatively stable value that develops through identifiable psychological mechanisms, rather than as content that is transmitted through events or instruction. This shifts the focus of research from the question of what should be taught to the question of the conditions under which values become personally meaningful [13].

Third, the study yields propositions that can be tested empirically. For example: (a) programs that address all five competence components will lead to higher overall readiness than programs focused on knowledge alone; (b) the inclusion of structured reflection and feedback will be associated with greater gains in self-regulation and in the internalization of civic values; and (c) coordinated participation of educational institutions, families, and communities will be associated with greater continuity of results.

Practical Implications

Curriculum design. Educational institutions and curriculum developers should design military-patriotic education and pre-conscription training as a continuous process that is integrated into academic subjects and practical sessions, and should define learning outcomes for all five competence components rather than for knowledge alone.

Teaching practice. Instructors should combine theoretical instruction with supervised practical exercises and scenario-based tasks, give learners structured opportunities to identify errors and receive constructive feedback, and select methods that correspond to learners' level of preparation and to safety requirements.

Cooperation. Educational institutions should establish regular mechanisms for cooperation with families and local communities, such as joint planning, meetings, and shared activities, so that learners encounter consistent expectations across settings.

Psychological support. Psychological support should be treated as an integral part of preparation. Teachers and school psychologists can help learners to develop self-regulation, to cope with stress, and to reflect on their experiences, with attention to individual characteristics and well-being.

Assessment. Evaluation should go beyond tests of knowledge. Observation, practical demonstrations, reflective journals or portfolios, and learner feedback can be used to monitor progress in each component, and the results can be used to improve the program.

Policy support. Policymakers can support these changes by providing training for teachers and instructors in the relevant pedagogical and psychological approaches, and by developing indicators that capture the development of competence and values as well as participation in activities [14].

Limitations and Directions for Future Research

The proposed pedagogical model offers a conceptual basis for organizing such activities systematically. However, its practical effectiveness should be established through empirical research involving appropriate assessment criteria, observations, learner feedback, and comparative evaluation of educational outcomes. The present study has several limitations: it is based on conceptual analysis rather than primary data, it draws

partly on research conducted in other national contexts, and it does not examine differences among regions, age groups, or types of educational institutions [15].

Future research could test the model through quasi-experimental or mixed-methods studies that compare groups taking part in the integrated program with groups following conventional training, using pre- and post-measures of knowledge, practical skills, motivation, self-regulation, and civic values. Qualitative methods such as interviews and focus groups with learners, instructors, parents, and community representatives could clarify how the mechanisms operate in practice, and expert evaluation could be used to validate the components and stages of the model before its wider implementation. Longitudinal designs would help to determine whether the effects persist after the period of preparation.

5. Conclusion

Preparing young people for military service is a multidimensional pedagogical and psychological process within the contemporary education system. To organize this process effectively, military-patriotic education, professional competence, psychological resilience, physical readiness, and practical skills should be treated as interconnected components of a unified system.

The analysis leads to the following conclusions: Preparation for military service should encompass not only military knowledge but also moral, legal, psychological, physical, and practical readiness. Integrating military-patriotic education into the content and activities of educational institutions can contribute to strengthening loyalty to the homeland, civic responsibility, and respect for national values. Motivation, value orientation, emotional and volitional stability, reflection, and social cooperation constitute important psychological mechanisms in preparing young people for military service. Organizing pre-conscription initial training through interactive and practice-oriented methods can create favorable conditions for developing military-professional competence. The pedagogically appropriate use of national history and military heritage can contribute to awareness of national identity, patriotism, and civic responsibility. Cooperation among families, educational institutions, and local communities is an important social and pedagogical factor in ensuring the continuity of military-patriotic education. In conclusion, the effectiveness of preparing young people for military service in contemporary educational settings depends on the integration of education, upbringing, and practical activity. A systematic approach of this kind can contribute not only to improving readiness for military service but also to developing responsibility, discipline, courage, independent thinking, and teamwork.

REFERENCES

[1] President of the Republic of Uzbekistan, 'Additional Measures to Improve Military-Patriotic Education of Adolescents and the System for Training Personnel Reserves for the Armed Forces and Public Service', no. PQ-4375. Jun. 28, 2019. [Online]. Available: https://lex.uz/docs/-4417961

[2] Cabinet of Ministers of the Republic of Uzbekistan, 'Amendments and Additions to Certain Government Resolutions and Repeal of Certain Resolutions in Connection with Presidential Resolution PQ-4375', no. 973. Dec. 06, 2019. [Online]. Available: https://lex.uz/uz/acts/-4633390

[3] Cabinet of Ministers of the Republic of Uzbekistan, 'Approval of the Concept of Military-Patriotic Education of Youth', no. 140. Feb. 23, 2018. [Online]. Available: https://lex.uz/uz/acts/-3571158

[4] Cabinet of Ministers of the Republic of Uzbekistan, 'Concept of Continuous Spiritual Education'. 2019.

[5] Cabinet of Ministers of the Republic of Uzbekistan, 'Concept for Improving the Effectiveness of Military-Patriotic Education of Youth for 2023–2027'. Jun. 29, 2023. [Online]. Available: https://lex.uz/uz/acts/-6518238

[6] Cabinet of Ministers of the Republic of Uzbekistan, 'Measures to Improve the Effectiveness of Military-Patriotic Education among Young People', no. 267. Jun. 29, 2023. [Online]. Available: https://lex.uz/uz/acts/-6518238

[7] President of the Republic of Uzbekistan, 'Normative Legal Acts Concerning Military Service Procedures and Military Personnel Training'.

[8] Republic of Uzbekistan, 'On State Youth Policy', no. OʻRQ-406. Sep. 14, 2016. [Online]. Available: https://lex.uz/uz/acts/-3026246

[9] Republic of Uzbekistan, 'On Universal Military Obligation and Military Service', no. 436–II. Dec. 12, 2002. [Online]. Available: https://lex.uz/uz/acts/-78717

[10] *Pedagogy: A Textbook for Higher Education Institutions*. Tashkent.

[11] 'Scientific and Methodological Sources on Military Pedagogy and Military Psychology'.

[12] 'Scientific and Methodological Materials on Military-Patriotic Education among Young People'.

[13] A. B. Sharipov, 'The Nature and Characteristics of Military-Patriotic Education of Youth in Uzbekistan', *Uzbekistan Open Conference*, no. 2, 2025, doi: 10.57033/KFU.JRU-2025-0099.

[14] S. M. Mirziyoyev, *The Strategy of New Uzbekistan*. Tashkent: Oʻzbekiston, 2021.

[15] A. Avloniy, *The Turkic Garden or Ethics*. Tashkent: Oʻzbekiston Milliy Ensiklopediyasi State Scientific Publishing House, 2004.