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ISSUES OF EDUCATING CIVIC RESPONSIBILITY AND DEVOTION TO THE
MOTHERLAND AMONG PRE-CONSCRIPTION MILITARY EDUCATION
STUDENTS

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Abstract: This article examines the pedagogical issues involved in educating civic responsibility and devotion to the Motherland among students enrolled in pre-conscription military education. In the context of globalization, rapid information exchange, and changing social values, the formation of patriotic consciousness, social duty, and active citizenship among young people has become an important task of education.

Keywords: civic responsibility, devotion to the Motherland, patriotism, pre-conscription military education, military-patriotic education, student youth, pedagogical approaches, value education, social activity, national consciousness.

The education of young people in the spirit of patriotism, civic duty, and responsibility is one of the most urgent tasks of modern pedagogy. In particular, students of pre-conscription military education represent a social group for whom the concepts of duty to the state, readiness to serve society, discipline, moral maturity, and loyalty to national values are especially significant. At this stage of development, educational institutions are expected not only to provide knowledge, but also to shape the worldview, civic position, and moral character of future citizens.

Devotion to the Motherland is not limited to emotional attachment to one's country. It includes respect for national history, loyalty to state symbols, awareness of civil rights and obligations, responsibility for peace and social stability, and willingness to contribute to national development. Civic responsibility, in turn, reflects an individual's understanding of his or her role in society, accountability for actions, and readiness to fulfill social, moral, and legal obligations.

In this regard, pre-conscription military education serves as an important pedagogical environment for the formation of a harmoniously developed, socially active, and patriotically minded personality. However, this process requires scientifically grounded methods, modern pedagogical technologies, and value-based educational mechanisms.

Civic responsibility and devotion to the Motherland are closely interconnected concepts. Civic responsibility expresses a person's conscious attitude toward society, law, collective life, and public duty. Devotion to the Motherland reflects a stable moral orientation toward protecting national interests, preserving spiritual values, and contributing to the prosperity of the country.

From a pedagogical point of view, these qualities should be formed through a purposeful and continuous educational process. They do not arise spontaneously; rather, they develop under the influence of social environment, family upbringing, educational



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institutions, peer communication, and practical experience. Therefore, the formation of patriotic values among pre-conscription military education students must be organized as a systematic pedagogical process.

Modern educational theory emphasizes that value formation becomes more effective when students are active participants in the learning process. Passive transmission of information is insufficient for the development of strong civic and patriotic convictions. Students need emotionally meaningful, socially relevant, and practice-oriented experiences that connect educational content with real life.

Pre-conscription military education occupies a special place in the system of youth education because it combines intellectual, moral, physical, and civic development. Its task is not merely to prepare students for possible military service, but also to cultivate socially responsible, disciplined, and patriotically oriented individuals. Within this educational direction, students become familiar with concepts such as constitutional duty, national security, collective responsibility, public order, and service to society. If properly organized, these themes help students understand that devotion to the Motherland is expressed not only in military readiness, but also in honest work, social participation, legal culture, and moral responsibility.

At the same time, the educational potential of this subject area is realized only when instruction moves beyond formal explanations and becomes connected with students' inner beliefs, emotions, and personal experiences. If lessons are presented only in a theoretical and directive manner, they may fail to produce deep value-based outcomes. Therefore, it is essential to enrich pre-conscription military education with pedagogical methods that foster reflection, dialogue, participation, and practical engagement.

One of the main issues in this area is the discrepancy between declared educational goals and actual teaching practice. In some cases, patriotism is interpreted narrowly, reduced to slogans or formal events, without meaningful pedagogical content. As a result, students may perceive such activities as obligatory rather than personally significant. Another problem is the insufficient integration of moral, civic, historical, and practical components in the educational process. Civic responsibility cannot be formed through isolated lectures alone. It requires interdisciplinary support from history, literature, ethics, law, and social studies, as well as a school culture that promotes respect, participation, and accountability. A further issue is the influence of the modern information environment. Young people today are exposed to diverse and sometimes contradictory ideas through digital media. This can weaken stable value orientations if students are not equipped with critical thinking, media literacy, and a firm sense of identity. For this reason, the education of devotion to the Motherland must be based not on emotional pressure, but on conscious understanding, rational reflection, and moral conviction.

In addition, some educational settings still rely on authoritarian teaching methods that limit student initiative and dialogue. Such approaches may create external discipline, but they do not always develop internal responsibility. Civic responsibility grows stronger when students are trusted, involved in decision-making, and encouraged to take ownership of collective tasks.



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The successful formation of civic responsibility and devotion to the Motherland among pre-conscription military education students depends on several pedagogical conditions.

First, the educational process must be value-oriented. Lessons should address not only factual knowledge about military service and national defense, but also the ethical meanings of duty, honor, loyalty, sacrifice, and responsibility. Students should understand why these values matter for personal development and social stability.

Second, educational content should be connected with national history, cultural heritage, and examples of moral courage. Historical memory plays an important role in strengthening students' emotional and intellectual attachment to the Motherland. Stories of national heroes, social reformers, scientists, and defenders of the country can serve as powerful educational resources when presented critically and meaningfully. Third, active and interactive teaching methods should be widely used. Discussions, debates, situational analysis, role-playing, project-based learning, case studies, and teamwork help students internalize values more effectively than passive listening. Such methods create conditions for reflection, empathy, cooperation, and responsible judgment. Fourth, the teacher's personality has great significance. In value education, the teacher is not simply a transmitter of information, but also a moral example. Students are more likely to develop civic responsibility when they observe consistency between the teacher's words and actions, fairness in relationships, respect for students, and sincere commitment to national and human values. Fifth, practical social participation should be included in the educational process. Civic responsibility is formed through action. Volunteer work, community service, participation in social projects, educational campaigns, commemorative events, and local initiatives give students real opportunities to demonstrate care for society and develop a sense of belonging.

Modern pedagogical technologies significantly expand the possibilities of educating patriotism and civic responsibility. Their advantage lies in student-centeredness, interactivity, flexibility, and emphasis on practical outcomes. For example, problem-based learning encourages students to analyze real civic and social issues, identify possible solutions, and justify their positions. This strengthens both civic thinking and moral judgment. Project-based learning allows students to engage with topics such as national heritage, social responsibility, public safety, and youth service from a research and action perspective.

Digital technologies can also be used productively. Multimedia presentations, documentary materials, virtual museums, interactive historical maps, online discussions, and digital storytelling can make patriotic education more vivid and personally meaningful. However, digital tools must be guided by clear pedagogical goals. Technology itself does not educate values; it becomes effective only when combined with thoughtful content and reflective practice. Simulation methods are especially useful in pre-conscription military education. Scenarios involving emergency response, teamwork under pressure, ethical dilemmas, and civic decision-making help students practice responsibility,



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mutual support, discipline, and leadership. Through such activities, students not only learn about responsibility but also experience it in action.

In collective activities, the student begins to understand that responsibility is not only personal but also social. Each person's actions affect the group, and the group's success depends on the contribution of each member. This awareness is essential for both citizenship and future service-related roles. Moreover, collective educational work strengthens emotional attachment to the community and the nation. When students participate in meaningful events dedicated to national memory, social service, or public responsibility, they are more likely to feel that devotion to the Motherland is a lived value rather than an abstract concept.

The effectiveness of educating civic responsibility and devotion to the Motherland largely depends on the professional competence of teachers. A teacher working in pre-prescription military education should possess not only subject knowledge, but also pedagogical mastery, psychological sensitivity, communication culture, and a strong civic position.

Conclusion

The education of civic responsibility and devotion to the Motherland among pre-prescription military education students is a complex and socially significant pedagogical task. It requires a systematic, value-based, and student-centered approach. In modern conditions, this process cannot be reduced to traditional lectures or ceremonial activities alone. It must involve meaningful content, active participation, practical experience, and reflective understanding.

Pre-prescription military education has great potential for shaping disciplined, socially responsible, and patriotically oriented young people. However, the realization of this potential depends on the use of modern pedagogical technologies, the integration of national and universal values, the professional competence of teachers, and the creation of an educational environment that promotes conscious commitment rather than formal obedience.

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