



# Pedagogical Factors of Choosing A Profession and Preparing Students for Military Service at Military Academic Lyceum Of «Temurbeklar Maktabi»

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**Abstract:** This article describes the pedagogical factors of choosing a military profession and preparing teenagers for military service in military academic lyceums. There was expressed the importance of activities aimed at the formation of the motivational factors and value system for teenagers. Information was performed on the organizational and pedagogical conditions that ensure the effective formation of cognitive, personal, motivational, functional and activity readiness for military-professional education and specific military specialization.

**Keywords:** Military education, academic lyceum, pedagogical factors, cognitive components, motivation, patriotism, career choice.

**Introduction:** Today, it is necessary to admit that the era of globalization and the aggravation of interregional conflict situations, psychological attacks in the information fields determine the need for each country to protect its territories and improve the military system. In order to improve the military system, military educational institutions and military academic lyceums, which prepare future personnel for them, demand modern knowledge, skills, and competences for choosing a profession and preparing them for military service. At the same time, the socio-economic processes taking place in our country in recent years determined the need for a comprehensive approach to the development of the students of military institutions for the profession of defender of the Motherland. In a

comprehensive approach, after graduating from the military academic lyceum, it is necessary to determine and justify the organizational and pedagogical conditions that ensure the effective formation of cognitive, personal, motivational, functional and active readiness of students to receive military-professional education and a specific military specialty. The study of scientific research on this topic made it possible to note that this problem is sufficiently developed in individual functional aspects:

- psychological aspects: This involves considering personal, motivational, and value-based attitudes towards pursuing a military career in the future, taking into account diagnostic and developmental considerations (Ф.А.Новожилов, В.В. Треногин, Д.С. Цыганков). It also examines the crucial professional qualities of a future officer (И.А. Герасимова, О.Ю Мацукевич, Е.Юкова).

- pedagogical aspects: This section focuses on military-professional self-determination, the structure and content of military-professional training for students (Т.Г. Мухина, А.В. Паули, Е.М. Михайлова), the essence and direction of military-patriotic work and student development (В.И.Пилипенко, А.В. Асташова, Т.В. Максимова), and the formation of a military-civilian identity in military school students (И.В.Еремина, В.Л.Пашута);

- socio-cultural aspects: This explores the methodology and forms of information and educational initiatives designed to enhance the prestige and appeal of future military professions (Ф.А.Новожилов, В.В. Треногин, Д.С. Цыганков), as well as the development and maintenance of military traditions and ceremonies (И.А. Герасимова, О.Ю Мацукевич, Е.Юкова).

Analysis of existing research on students' readiness for conscious professional self-determination in their chosen military specialty shows that its management aspect highlights the interconnected system of managerial and psychological factors. V.I. Pilipenko, in his research, defines "cadet professional self-determination" as "a complex systemic quality of personality characterized by a military school graduate's readiness to work in either a military or civilian environment," further noting that this readiness is consistent with a combination of personal, intellectual, volitional, and value-semantic orientations that allow for the resolution of theoretical and practical challenges in both military and civilian spheres (V.I. Pilipenko, "Pedagogical support for cadets in professional self-determination," [https://www.dissertation.com]). This definition proposes two potential career paths for graduating cadets: military service or a civilian profession, thereby

expanding options for future professional choices. The effectiveness of pedagogical factors in the professional self-determination of military academic lyceum students is evidenced by the graduates' desire and preparedness to pursue military professional training and further self-discovery within the military field. The concept of "students' military-professional self-determination" thus involves the conscious identification of their personal traits, attitudes, intellectual and cognitive capabilities, and the confirmation of their personal stance in professionally choosing their future military career.

This research was conducted at the Fergana Temurbeklar School Military Academic Lyceum. The article's content is based on an analysis of scientific literature on the problem of students' military-professional self-determination, as well as the results of the author's experimental research and vocational guidance practices. The organizational and pedagogical factors shaping the military-professional self-determination of Temurbeklar School students were analyzed as a set of school resources and capabilities; their implementation contributed to the effective development of cognitive, personal-motivational, functional, and active aspects. The following factors are crucial in preparing students for military professional training and military service:

- Organizing military-patriotic projects: Implementation of projects within the framework of both in-class and extracurricular activities.

- Integrating interdisciplinary military-professional approaches: Combining interdisciplinary military-professional and pedagogical activities to shape the cadets' military-civilian identity.

- Incorporating supplemental educational programs: Introducing additional educational programs into the military career guidance process.

- Integrating military traditions and ceremonies: Integrating a system of military ceremonies and traditions into the life of the "Temurbeklar maktabi".

We will describe the content and potential of the organizational-pedagogical conditions which mentioned above.

The implementation of military-patriotic projects within classroom and extracurricular activities allows cadets to demonstrate their intellectual abilities and present their accomplishments (both individual and collective).

Specifically, participation in regional military events and patriotic celebrations, including programs and performances showcasing exemplary combat scenarios, fosters self-confidence, professional competence, and pride in their chosen profession. The opportunity to interact with veteran retirees and officers further reinforces positive attitudes towards their future military careers.

The integration of interdisciplinary military-professional and pedagogical approaches in shaping cadets' military-civilian identity is achieved through group work within a military professional training program. This program consists of core modules focusing on: "Military Professions and Specialties," "Uzbekistan's Military Higher Education Institutions," "Military Symbols and Ceremonies," "Psychological Foundations of Military Service," and "Team Management." Interactive teaching methods are used in theoretical and practical sessions to help cadets understand the variety of military professions and service types. This approach also allows cadets to connect their personal attributes with the requirements for personal, business, and leadership skills within the military. The integrated nature of the military-professional focus is evident in its inclusion as a variable component of the core curriculum, its presence within the content of various subjects and elective courses, and its implementation within pre-professional military training and patriotic education.

There has been included study club trainings in the introduction of additional educational programs to the process of military professional guidance, in the training module of additional trainings, of the "Robotics" and "Aviation", where students can develop algorithmic and programming skills through the design method. By developing logical and algorithmic thinking among cadets in the development of personal projects, trainers form the digital competence of future military personnel. Within the military-patriotic direction, additional programs are being implemented in order to teach such types of shooting, military sports as wrestling, hand-to-hand combat, shooting from a machine gun. In the lyceum, practical integration of general and additional education is carried out in the form of an individual educational course designer, where each student can choose an additional program that interests him, in addition to the fixed general education. Mastering the program is determined on the basis of at least 75% participation in the program course and the presence of important results of the selection activity confirmed by diplomas, certificates, protocols.

Introducing the system of military rituals and traditions into the life of the "Temurbeklar maktabi". It is

considered as the system of military rites and traditions in military professional education is of great importance in the formation of not only patriotism in students, but also in the formation of a future officer. According to pedagogical studies (D.F. Ilyasova, E.Yu. Zhukova) in the essence of symbols, rituals and traditions in the military education system, the potential of military symbols and rituals in the successful military-professional self-determination of students is very high, because there are three main directions in the activity of military relations: combat (raising / lowering the State flag of the Republic of Uzbekistan, military oath; marching in military ranks, etc.); combat training (exercise inspection, guarding facilities, etc.); daily life (routine, military salute).

Thus, the ideological essence of military symbols, rituals, traditions and their emotional perception help future officers in further military-professional to boost their self-formation. In order to develop the value system among students and to form their military-civilian personality, the social and pedagogical conditions of the "Temurbeklar maktabi", the student's values are determined by the maturity of his value orientations, his participation in society, the scope of his interests, and social and communicative interaction.

A.V. Kirakova in her studies on the formation of value orientations emphasizes the need to consider them from the point of view of process and result. (Kiryakova A.V. "Pedagogical axiology" (Study guide). NITs INFRA-M 2023. As a result, orientation is characterized by a foundation of knowledge for further development and improvement, on the basis of which an emotional state of confidence in the correctness of one's thoughts and actions appears. Orientation as a process is an algorithm of sequential actions that lead to the desired result from the plan and the selection of means to achieve it. Thus, a person's values are manifested in his activities and actions (setting a goal - developing an action plan - implementing the plan - evaluating the result, its appropriateness) and are closely related to his self-awareness and personal characteristics. The formation of military-civilian personality of students in "Temurbeklar maktabi" is carried out according to its following components: cognitive, axiological, emotional-volitional and reflexive-active. The psychological-pedagogical work system is built taking into account the age characteristics of students, all participants of educational relations (pedagogical staff, students and parents) are involved in it.

Recognizing the life and professional values of the future officer and observing them in his life is one of the criteria for the formation of military-civilian identity.

During the research, among the 1st-2nd year students

of "Temurbeklar maktabi" (110 in total), the reasons for choosing military vocational education and their readiness to continue military vocational education and military service in the future were studied through a questionnaire, and the following results were determined:

48.9% chose the "Temurbek School" because they were interested in the military since childhood, 39.3% chose it because of their own desire, and 8.5% because of their family's desire. It was found that 88.7% stated that they did not regret this choice, and 1.5% stated that they regretted their choice because they were interested in another field (diplomacy, economics) and entered this educational institution with the choice of family members.

In response to the question "In the future, based on your goals, do you want to continue studying at higher military educational institutions?": 92.9% of them answered "yes, of course"; 4.3% said no, and 2.2% answered that I don't know, I haven't thought about it yet. To explain this they answered due to the fact that they could not pass the medical examination, their height was below the norm, and their weight was not enough; they could not be a soldier because of some of their shortcomings; so they want to enter diplomacy, economics.

The comparative analysis of the results obtained at the stages of identification and formation of the experiment made it possible to note the positive dynamics of the formation levels of cognitive, personal-motivational, functional and activity of students to receive military professional education. Thus, experimental tests allowed to prove the effectiveness of the described organizational and pedagogical conditions.

## **CONCLUSION**

As a conclusion, it should be said that the formation of military-professional self-determination of military academic lyceum students will help them to understand the value and importance of military service in the interests of national security of the country. For personal development of professionally important qualities (responsibility, discipline, collective will, stress resistance, critical thinking, etc.); acquire knowledge about the nature and types of military service; integration of general and additional education, modern military professional activity strengthening training for specialized professions based on their requirements; organization of educational process by pedagogic personnel with special training and experience in military service. Management of the formation of military-professional self-determination of students helps to combine

various directions of educational activities for the development of the basic educational program, the implementation of educational programs, vocational guidance, additional educational courses and psychological support. Comprehensive implementation of the described organizational and pedagogical conditions ensures the successful implementation of military-professional self-determination of students, receiving military-professional education and a specific military specialty after graduation.

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