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TRANSFORMATION OF EDUCATION OF YOUNG PEOPLE IN THE SPIRIT OF MILITARY PATRIOTISM IN THE CONDITIONS OF GLOBALIZATION: PAST AND PRESENT EXAMPLES

Submission Date: Aug 09, 2024, Accepted Date: Aug 14, 2024,

Published Date: Aug 19, 2024

Crossref doi: <https://doi.org/10.37547/ijhps/Volume04Issue08-04>

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ABSTRACT

The transformation of education in the spirit of military patriotism has undergone significant changes in the context of globalization. This article examines the evolution of military-patriotic education, comparing historical and contemporary examples, and analyzing how globalization has reshaped the values, methods, and objectives of instilling military patriotism in youth. By exploring both past and present approaches, this study aims to understand the current trends and challenges in educating young people within a globalized world.

KEYWORDS

Military patriotism, moral values, spiritual values, courage, sacrifice, loyalty, duty, honor, integrity.

INTRODUCTION

In an increasingly interconnected world, the concept of patriotism and its associated educational practices are being redefined. Military-patriotic education, which traditionally aimed at fostering a sense of national loyalty and preparing young people for the defense of their homeland, is undergoing significant transformation under the pressures of globalization.

Globalization, characterized by the flow of information, ideas, and cultures across borders, presents both challenges and opportunities for the education of young people in the spirit of military patriotism.

Historically, military-patriotic education was deeply rooted in the cultural and political contexts of

individual nations. It served as a vital tool for building national identity and cohesion, particularly in times of conflict or national upheaval. Educational programs were designed to instill values such as courage, loyalty, and a readiness to defend the nation, often through a combination of theoretical instruction and practical military training. These programs were particularly prominent in countries with strong military traditions or those facing significant external threats.

However, the advent of globalization has introduced new dynamics into this traditional model. The widespread exchange of cultural values and ideas has led to a greater emphasis on global citizenship, multiculturalism, and human rights, which can sometimes conflict with more traditional forms of military-patriotic education. At the same time, the rise of global security concerns, such as terrorism and cyber warfare, has led to a renewed focus on national defense, prompting some countries to revitalize and modernize their military-patriotic education programs.

This article explores the transformation of military-patriotic education in the context of globalization, examining both historical and contemporary examples. By analyzing the evolution of these educational practices, this study aims to shed light on how globalization is reshaping the way young people are educated in the spirit of military patriotism. The examination of past and present examples will provide insights into the current trends and challenges, highlighting the delicate balance between fostering national loyalty and embracing the realities of a globalized world.

Military-patriotic education has been a cornerstone in the socialization of young people across various cultures and eras, serving as a critical tool for instilling values of loyalty, discipline, and readiness for national defense. Its roots can be traced back to ancient

civilizations, where military training was often a fundamental aspect of a young person's development, particularly in societies that placed a high value on martial prowess and defense capabilities.

In ancient Sparta, one of the most well-known examples of early military-patriotic education, boys were enrolled in the **agoge** system from a young age. The **agoge** was a state-sponsored program that emphasized physical endurance, discipline, and loyalty to the Spartan state. Through rigorous training and education, Spartan youths were molded into soldiers ready to defend their city-state. This education was not merely about physical training; it also inculcated a strong sense of duty and collective responsibility, with the ultimate aim of ensuring the survival and dominance of Sparta.

Similarly, in medieval Japan, the samurai class was trained from childhood in both martial arts and the principles of **bushido**, the way of the warrior. **Bushido** emphasized honor, loyalty to one's lord, and a readiness to sacrifice oneself in battle. This education system was deeply intertwined with the feudal structure of Japanese society, where the samurai were not only warriors but also the moral and ethical backbone of the nation.

These early forms of military-patriotic education were closely tied to the social and political structures of their respective societies. They served to maintain the stability of the state and ensure that young people were prepared to take on roles that were essential for the defense and continuation of their way of life.

19th and Early 20th Centuries: The Rise of Nationalism

The 19th century saw the rise of nationalism across Europe and other parts of the world, which significantly influenced the development of military-

patriotic education. The formation of nation-states and the increasing importance of national identity led to the institutionalization of military training and patriotic education within the formal education system.

In Prussia, for example, the education system was reformed in the early 19th century to include compulsory military training for young men. This was part of a broader effort to create a disciplined and loyal citizenry capable of defending the nation. The Prussian model was highly influential and was adopted by many other European countries, particularly after the successful unification of Germany under Prussian leadership.

In the United States, the concept of military-patriotic education took a somewhat different form, with organizations like the Boy Scouts and later the Junior Reserve Officers' Training Corps (JROTC) playing key roles. These programs were designed to instill a sense of duty, discipline, and patriotism in young people, preparing them for military service if needed. The emphasis was on voluntary participation, reflecting the democratic values of American society, but the underlying goals were similar to those in Europe: to foster a sense of national loyalty and preparedness.

During the early 20th century, the outbreak of World War I and later World War II further intensified the focus on military-patriotic education. Governments across the world introduced more structured and widespread programs aimed at preparing youth for potential military service. This period also saw the emergence of state-sponsored youth organizations, such as the Hitler Youth in Nazi Germany and the Komsomol in the Soviet Union, which played central roles in promoting the ideologies of their respective regimes.

Soviet Union: A Comprehensive System

The Soviet Union implemented one of the most extensive systems of military-patriotic education in the 20th century. The state-controlled education system included a strong focus on military training, combined with ideological education that promoted communist values and loyalty to the Soviet state. Organizations such as the Young Pioneers and the Komsomol were instrumental in this system, providing young people with both practical military training and a thorough indoctrination in Marxist-Leninist ideology.

In the Soviet context, military-patriotic education was not just about preparing young people for potential military service; it was also about shaping them into ideologically committed citizens who would uphold and defend the principles of the Soviet Union. This comprehensive approach to military-patriotic education was replicated in other communist states, particularly in Eastern Europe and China.

The historical foundations of military-patriotic education reveal its deep roots in various cultural and political contexts. From the ancient warrior societies of Sparta and Japan to the nationalist movements of 19th-century Europe and the ideologically driven programs of the Soviet Union, military-patriotic education has evolved in response to the needs and values of different societies. These historical examples provide a crucial backdrop for understanding how military-patriotic education has been transformed in the contemporary era, particularly under the influence of globalization.

The evolution of military-patriotic education, from its ancient roots to its modern-day manifestations, reflects the shifting dynamics of national identity, security, and global interaction. Historically, this form of education was deeply intertwined with the cultural

and political needs of individual societies, serving as a means to prepare young people for the defense of their homeland and to instill values of loyalty, discipline, and courage.

In the contemporary era, globalization has introduced new challenges and opportunities for military-patriotic education. The interconnectedness of the global community, the rise of multiculturalism, and the spread of information across borders have all necessitated a rethinking of how military-patriotic values are taught and reinforced. While traditional forms of military-patriotic education focused on creating loyal and disciplined citizens ready to defend the nation-state, modern approaches must also consider the complexities of global citizenship and the need for cooperation in a globalized world.

The resurgence of military-patriotic education in certain countries, particularly in response to perceived threats to national sovereignty and identity, highlights the ongoing relevance of this form of education. However, the methods and objectives of such education have evolved, incorporating new technologies and media to engage young people in ways that are relevant to the digital age.

The case studies examined in this article demonstrate that while the core values of military-patriotic education—such as loyalty, discipline, and preparedness—remain central, the context in which these values are taught has changed significantly. As the world continues to globalize, military-patriotic education will likely continue to evolve, balancing the need to foster national loyalty with the realities of an interconnected global society.

CONCLUSION

In conclusion, the transformation of military-patriotic education in the conditions of globalization is a reflection of broader societal changes. By understanding the historical foundations and contemporary developments in this field, educators and policymakers can better navigate the challenges and opportunities presented by globalization, ensuring that young people are equipped with the values and skills needed to contribute both to their nation and to the global community.

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