

Effectiveness of evolution of the methodology for the development of patriotic qualities in students on the basis of philosophical education

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Abstract: This article will talk about the effectiveness of the evolution of the methodology for the development of patriotic qualities in students on the basis of philosophy education.

Keywords: Society, respondent, technology, analysis, spirituality, factor, patriotism.

Introduction: In the life of any state and society, it is of paramount importance to educate the younger generation with a deep sense of loyalty to their homeland. In this process, it is especially essential to instill in their hearts and minds the rich historical, cultural, and spiritual heritage created in the past. Indeed, by embedding high spiritual values into the consciousness of young people, we contribute significantly to nurturing patriotism, increasing their sense of belonging to their homeland, and helping them understand their national identity. Today, raising well-rounded individuals and protecting them from negative spiritual threats requires drawing upon the moral legacy left by our ancestors.

Undoubtedly, the spirituality of any nation cannot be imagined without its history, unique customs and traditions, and vital values. In this regard, spiritual heritage, cultural wealth, and ancient historical monuments serve as some of the most important factors. In fact, the great spirituality of our people, when deeply studied and understood, highlights the necessity of guiding our youth—the future of our Motherland—towards a common goal and striving for the prosperity of sacred Uzbekistan. Living in harmony with national and universal values, deeply rooting the ideals of independence in the hearts and minds of the younger generation, earning a worthy place in the global community, and building a democratic state and civil society are among the most important and essential conditions, serving as a guarantee for our

national development.

METHODS

The theoretical and methodological issues of fostering patriotism among youth, the essence of national patriotic education, and topics related to updating the national orientation of higher education have been addressed in the works of R. Kurbanov, E. Qalqonov, O. Abdurasulov, and A. Radjaboyev.

Among the scholars from the Commonwealth of Independent States (CIS), A. Gayazov, V. Gladik, V. Zhernov, V. Zhurova, N. Irrolitova, T. Luginina, Z. Mazir, Ye. Mitina, L. Orinina, Y. Rodlesnaya, O. Rolukhin, L. Rudchenko, Sh. Khayrulin, and O. Yarygin have conducted scientific research on the pedagogical foundations of nurturing patriotism, dedication, loyalty, and responsibility in the educational process.

Foreign scholars such as E. Banks, V. Berg, G. Biesta, V. Link, D. Brown, B. Ward, M. Bown, and K. Mutch have studied various aspects of fostering patriotic qualities in students and implementing pedagogical activities based on the idea of “Education for Peace.” P. Santiago, H. Mann, and M. George have explored the pedagogical foundations of patriotic education among students and issues related to the pedagogical assessment of the development of patriotic qualities. V. Chinapah, U. Hartmann, H. Engelhaupt, and T. Droge have investigated the role and significance of social and political education in military-patriotic upbringing.

Additionally, the psychological aspects of developing

patriotism in students have been studied by H. Ingo, V. Grenny, T. Kellahan, and D. Morgan. R. Mixner has analyzed the harmony of nationalism and patriotism in a democratic society; M. Virola has conducted a comparative analysis of patriotism through the concept of "love"; S. Kautz has studied the reflection of patriotic ideas in the process of liberal democracy; and J. Sitser has conducted research based on the religious and educational foundations of patriotism.

RESULTS AND DISCUSSION

Within the scope of the research, methods and forms of developing patriotic qualities in students and the effectiveness of educational technologies were tested through experimental trials. Based on the theoretical analyses mentioned above, the practical stage of the substantiating experiment began with the distribution of a specially prepared questionnaire to the target group of respondent-students.

1. The respondent-students answered two versions of the prepared questionnaire. The first questionnaire aimed to determine their awareness of the course "Philosophical Foundations of Developing Patriotic Qualities in Students" in higher education institutions and their level of theoretical knowledge. The second version was designed to assess their ability to apply acquired knowledge to practice and to evaluate the effectiveness of educational content in real learning conditions. Further discussion on this follows below.

2. The first version of the questionnaire presented to the respondents included the following questions:

3. How would you define the concept of patriotism?

4. In your opinion, what qualities are encompassed within the concept of patriotism?

5. Is simply loving the homeland enough to be considered a patriot?

6. Do you consider yourself a true patriot?

7. What is the purpose of developing patriotic qualities?

8. What should be emphasized in the process of forming and developing qualities based on philosophical education?

9. Which professions do you consider truly patriotic?

10. Can you distinguish the similarities and differences between the concepts of "patriotism" and "love for the homeland"?

11. In the process of fostering moral education, which philosophers' works do you think are appropriate to use?

12. In your opinion, what kinds of negative influences or threats can be prevented or countered through the development of patriotic qualities?

At this point, we found it appropriate to analyze the responses given by the students to the first version of the questionnaire. Below is a brief overview of those results.

Regarding the first question of the survey, the majority of the 22 respondent-students noted that they had a general understanding of the concept of "patriotism." Their responses were reflected in the following indicators:

Figure 3.1

Groups	Number of positive responses		Number of negative responses	
	In number of individuals	In percentage	In number of individuals	In percentage
Experimental n1 – 360	229	63,6 %	131	36,4 %
Control n2 - 360	237	65,7 %	123	34,3 %

From the responses presented above, it is evident that the majority of respondent-students — 245 individuals (68.1%) — associated the concept of patriotism with "defending the homeland," specifically in the sense of military service.

Regarding the second question, it became apparent that the respondent-students possessed limited

knowledge and did not fully grasp the essence of the question. Most students associated patriotic qualities with traits such as "bravery," "courage," and "fearlessness."

The responses of the students were reflected in the following indicators:

Figure 3.2

Groups	Number of positive responses	Number of negative responses
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	In number of individuals	In percentage	In number of individuals	In percentage
Experimental n1 – 360	243	67,5%	117%	32,5%
Control n2 - 360	214	59,4%	146%	40,6%

In the subsequent stages of the experimental work, during the interview sessions conducted with the respondent-students, it was emphasized that a certain portion of the students had some knowledge regarding the essence of the concept of patriotic education, but due to their inability to fully articulate its meaning, they chose not to provide affirmative responses.

The responses to the third question of the questionnaire — “Is loving the homeland alone enough to be considered a patriotic person?” — reflected a generally positive outlook among the respondent-students.

Figure 3.3

Groups	Number of positive responses		Number of negative responses	
	In number of individuals	In percentage	In number of individuals	In percentage
Experimental n1 – 360	229	63,6 %	131	36,4 %
Control n2 - 360	163	45,4 %	197	54,6 %

In the responses provided by the respondent-students to the fifth question, the opinion that “the primary goal of military education is to cultivate certain moral and ethical qualities in students, based on the essence of the topic being studied, and to develop their patriotic

skills” was commonly expressed. Taking this into consideration, such responses were classified as positive answers, and the number of these responses is reflected in the following figures:

Figure 3.4

Groups	Number of positive responses		Number of negative responses	
	In number of individuals	In percentage	In number of individuals	In percentage
Experimental n1 – 360	262	72,7 %	98	27,3 %
Control n2 - 360	153	42,4 %	207	57,6 %

While attempting to articulate the specific objective of the educational session, the respondent-students demonstrated that they had acquired certain

knowledge in the subject of philosophy. Their responses to the sixth question were as follows:

Figure 3.5

	Number of positive responses		Number of negative responses	
	In number of individuals	In percentage	In number of individuals	In percentage
Experimental n1 – 360	185	51,5 %	175	48,5 %
Control n2 - 360	161	44,6 %	199	55,4 %

The responses of the respondent-students to the question “Is it sufficient to place exclusive emphasis on

moral education when developing patriotic qualities?” were expressed based on the following indicators:

Figure 3.6

	Number of positive responses		Number of negative responses	
	In number of individuals	In percentage	In number of individuals	In percentage
Experimental n1 – 360	239	66,3 %	121	33,7 %
Control n2 - 360	174	48,2 %	186	51,8 %

The responses to the sixth question suggest that the respondent-students face certain difficulties in developing patriotic qualities. It was observed that they were reluctant to demonstrate active engagement on the topic under discussion.

In answering the seventh question, however, the main

participants of the experimental work provided more positive responses compared to the previous questions. Based on quantitative indicators, their answers were reflected as follows:

Figure 3.7

	Number of positive responses		Number of negative responses	
	In number of individuals	In percentage	In number of individuals	In percentage
Experimental n1 – 360	262	72,7 %	98	27,3 %
Control n2 - 360	196	54,5 %	164	45,5 %

As is well known, in the process of developing patriotic qualities in students, it is essential to rely on the capabilities of philosophical education, to teach on the basis of philosophical approaches, and to use this as a means of encouraging active participation among students and ensuring they thoroughly master the fundamentals outlined in the curriculum. Therefore, it is not merely important that the respondent-students are able to name interactive methods, but rather that they clearly understand their essence and are able to apply them effectively in practice.

According to the results of the first round of the questionnaire conducted during the substantiating experiment, it was revealed that students in higher education institutions do not possess sufficient awareness, in line with modern requirements, regarding the essence of the subject "Philosophical Foundations of Developing Patriotic Qualities." This conclusion, in turn, led us to investigate the factors contributing to this situation. Consequently, a second version of the questionnaire was developed and administered among the respondent-students.

CONCLUSION

Within the framework of the research titled "Improving the methodology of developing patriotic qualities in students based on philosophical education," the following conclusions were drawn:

The philosophical-ethical and socio-spiritual essence of concepts such as "patriotism," "patriotic qualities," and

"sense of patriotism" was substantiated based on conceptual approaches, and the philosophical-pedagogical content of the qualities that reinforce or undermine patriotism was defined.

It was established that patriotism is closely linked with the concept of "love," and that true patriotism cannot exist without love; both the homeland and the feeling of love for it are sacred and dear to every individual. In a broader sense, love serves as the foundation of both macro-level patriotism and all moral values.

Patriotism was philosophically grounded as a moral elevation of a person above daily trivial concerns, signifying defending the homeland, serving it with loyalty, and even being ready to sacrifice one's life for it. Such morality was characterized as a transition from selfishness to a sense of duty.

It was clarified that in foreign scientific literature, the term "patriotism" is used to mean love for the homeland, attachment to one's birthplace, and loyalty to it, while also being interpreted as a spiritual-ideological weapon against enemies, a foundation of national identity, and love for one's nation's history, culture, and values.

Based on the study of the theoretical-pedagogical and didactic foundations of developing patriotic qualities in students, the nature of the negative influences stemming from mass culture — including stagnation, deviance, marginalization, lumpenization, and cosmopolitanism — was classified, and pedagogical

approaches aimed at their prevention were identified. It was established that the development of patriotic qualities in students is directly connected to the formation of ideological immunity against destructive ideas. A student with strong patriotic values was shown to possess a high level of ideological resistance, and such immunity in turn contributes to the student's ongoing spiritual and moral development.

The issue of developing patriotic qualities in students based on philosophical education is closely connected to several vital and urgent tasks of the educational process. These include: feeling pride in the achievements and reputation of the nation, not being indifferent to its problems, being genuinely devoted to one's people and nation, preserving the material and spiritual heritage of one's nation, respecting, enriching, and improving national customs, traditions, and values, demonstrating love for one's nation through action, showing respect for other nations, and feeling a sense of responsibility toward the memory of ancestors and the legacy passed down.

Through research into the necessity and potential of developing patriotic qualities in students based on philosophical education, the phenomenon of patriotism and the ideal of heroism as a national moral model were revealed. The gnoseological and axiological characteristics of ensuring spiritual stability in society through the development of patriotic qualities based on national values were explained using a systematic-functional approach.

The pedagogical content of developing patriotic qualities in students through philosophical education — such as shaping worldview, prioritizing the subject of Ethics, and providing moral education — along with the necessary conditions (including the integrated use of philosophical approaches, methods, and tools) were defined. It was substantiated that providing students with knowledge about national values, their social significance, and the contribution of the Uzbek people to global science and civilization during philosophy lessons serves as an important socio-pedagogical factor in the development of patriotic qualities.

Falsafa ta'limi asosida talabalarda vatanparvarlik fazilatlarini rivojlantirish metodikaciga yo'naltirilgan o'qitish tizimini zamon talablari acosida takomillashtirilgan modelini ishlab chiqish, pofeccop-o'qituvchilarning talabalarga moc keladigan ta'lim uclubi va pivojlanish ctptegiyacini aniqlash, tupli xildagi pedagogik vocitalap, ucllapni tacniflash, mavjud manbalap va boshqa yopdamchi matepiallapdan foydalanish imkonini bepishi aniqlashtirildi.

During the course of the research, a technology for

developing patriotic qualities in students based on philosophical education was developed. This technology was found to be systematically structured and interlinked with internal consistency, incorporating the content, form, methods, and tools of philosophical education. It was confirmed that such an integrated approach creates favorable conditions for the development of patriotic qualities in students.

Based on the research findings, the following proposals and recommendations were developed:

Conduct surveys aimed at identifying existing challenges in the implementation of educational programs designed to foster patriotic qualities in students, and develop specific measures to address these challenges;

In higher education institutions, establish and strengthen "Patriotism Hubs" (clubs) that cater to the interests and aspirations of students with a passion for military service and related fields;

Create a methodological guide for faculty titled "Patriotic Education in Philosophy", to support teachers in delivering effective instruction on this subject;

To promote meaningful and productive use of students' free time, it is advisable to counter destructive ideologies that negatively affect youth consciousness by exposing them to patriotic-themed films, theater performances, museums, literature, and content on social media;

Institutionalize the annual organization of the "Patriotism Universiade" social project and forum under the concept of "New Uzbekistan — The Third Renaissance".

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