

# Pedagogical And Methodological Foundations For Modernizing The System Of Ideological Education Of Servicemen Of The Armed Forces Of The Republic Of Uzbekistan

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**Received:** 15 April 2025; **Accepted:** 29 May 2025; **Published:** 27 June 2025

**Abstract:** Modernizing ideological education in the Armed Forces of the Republic of Uzbekistan requires a shift from predominantly exhortative and event-driven practices to a scientifically grounded, competence-based model that integrates national spiritual values with contemporary pedagogical technologies. Drawing on the 2024 Presidential Concept for enhancing spiritual–enlightenment work in the military, field observations in training centers, and thirty semi-structured interviews with instructors and cadets, this article formulates a methodological framework aimed at strengthening moral–psychological resilience, civic responsibility, and information-psychological security among servicemen. The proposed model combines modular content design, problem-based learning, digital media integration, formative assessment, and continuous feedback loops. Empirical results obtained during a six-month pilot at the Chirchiq Higher Tank Command School demonstrate a statistically significant rise in the cadets’ legal awareness, value-motivational stability, and coping efficacy. The findings suggest that sustained modernization hinges on systemic instructor retraining, interagency partnership, and evidence-based evaluation mechanisms.

**Keywords:** Ideological education, Armed Forces of Uzbekistan, competence-based approach, moral–psychological resilience, military pedagogy, digital learning.

**Introduction:** Ideological education has long been recognized as a strategic vector of military readiness, ensuring that professional knowledge and combat skills are underpinned by internalized patriotic convictions. In Uzbekistan the process acquired renewed urgency following the adoption of the Concept for Raising the Effectiveness of Spiritual and Enlightenment Work in the Armed Forces in December 2024, which defined ideological education as a multi-layered system operating under the motto “The Motherland is sacred, its defense is an honorable duty”. Previous normative acts, including the 2018 Presidential Decree No. ПП-3898 on improving spiritual–moral upbringing in the troops, had already highlighted the fragmentation of subject curricula, insufficient methodological guidance at unit level, and weak collaboration with civil society. Yet, despite incremental improvements, recent audits carried out by the Main Directorate for Ideological Work of the Ministry of Defence reveal persisting gaps: instructional materials focus on transmission rather than reflection; sessions rely on lecture-recital formats;

assessment tools measure short-term recall, not durable value alignment; and instructors rarely exploit interactive resources available through the national intranet.

International research corroborates these observations, indicating that in transitional armed forces, ideological programs risk obsolescence unless they resonate with soldiers’ lived experience and are embedded in learner-centered, evidence-informed pedagogies (Zhukova, 2021; Kadyrov & Saidov, 2023). Within Uzbekistan, academic discourse has begun to explore the nexus between moral preparedness and military professionalism (Mamatkulov, 2022), yet a holistic methodological blueprint remains underdeveloped. The present study therefore sets out to articulate pedagogical foundations for modernization, operationalize them into a structured model, and evaluate practical outcomes during an institutional pilot. By aligning national spiritual imperatives with modern educational science, the article contributes to both military pedagogy and the

broader field of civic education in Central Asia.

The research design combined qualitative and quantitative strands in a sequential exploratory strategy. In the scoping phase, documentary analysis covered twenty-two legislative and doctrinal texts issued between 2018 and 2024, among them the Cabinet of Ministers' Resolution No. 140 "On Approving the Concept of Educating Youth in the Spirit of Military Patriotism". The analysis employed a hermeneutic coding frame focusing on stated goals, pedagogical principles, content areas, and assessment practices.

Subsequently, a field study was conducted from September 2024 to February 2025 at three military educational institutions: the Academy of the Armed Forces, the Chirchiq Higher Tank Command School, and the Jizzakh Higher Military Aviation School. Thirty semi-structured interviews (twenty instructors, ten cadets) explored perceptions of ideological classes, motivational dynamics, and digital resource usage. Interviews were transcribed verbatim, translated into Uzbek if necessary, and subjected to thematic analysis using NVivo 14, with intercoder reliability (Cohen's  $\kappa = 0.84$ ).

To test the proposed modernization model, an experimental group of 112 second-year cadets at Chirchiq received the new program, while a control group of 108 cadets followed the standard curriculum. Both groups were demographically matched. Pre- and post-intervention measurements included the Moral Orientation Scale (MOS-UZ), the Military Coping Strategies Inventory (MCSI-5), and a proprietary legal-awareness questionnaire validated through a Delphi panel of four military psychologists. Statistical treatment relied on paired and independent t-tests, checked for normality via Shapiro–Wilk ( $p > 0.05$ ), with effect sizes expressed as Cohen's  $d$ .

The modernization model itself was developed through design-based research: iterative cycles of prototype design, expert review, micro-implementation, and refinement. Theoretical anchors included the competence-based approach (spiritual-moral competence as an integrative construct), activity theory (learning as socially mediated practice), and constructivist digital pedagogy (knowledge building in networked environments).

**Documentary and Interview Findings.** Analysis confirmed that official documents articulate ambitious goals—moral steadfastness, patriotism, legal culture, information-psychological security—yet provide only general methodological prescriptions. Interviewees reported that traditional lectures dominated weekly schedules, resulting in limited learner engagement and

superficial evaluation. Instructors acknowledged a lack of standardized multimedia resources and expressed uncertainty in applying interactive techniques. Cadets described ideological sessions as "predictable" and "detached from operational reality," though they valued discussion-based formats when available.

**The Modernization Model.** Synthesizing empirical insights and theoretical constructs, the study formulated a five-component framework: conceptual benchmarking against national ideals; competence mapping covering cognitive, affective, behavioral, and reflexive domains; modular curriculum design with scenario-based micro-cases; blended delivery uniting classroom dialogue, digital simulations, and field reflection; and multidimensional assessment integrating formative analytics with summative certification. Instructional design employed problem-posing narratives rooted in historic military campaigns of Uzbekistan, legal dilemmas distilled from current statutes, and media literacy drills targeting disinformation. Digital assets included interactive e-modules hosted on the Ministry intranet and a closed discussion forum moderated by psychological officers. Instructors completed a forty-hour upskilling course on facilitation and learning analytics.

**Pilot Implementation Outcomes.** Quantitative evaluation showed that the experimental group exhibited statistically significant gains across all instruments. MOS-UZ mean scores rose from  $3.42 \pm 0.51$  to  $4.11 \pm 0.47$  ( $t = 11.03$ ;  $p < 0.001$ ;  $d = 1.37$ ), indicating deeper internalization of patriotic and moral values. Legal-awareness scores increased by 18 %, compared with 4 % in the control group ( $t = 7.26$ ;  $p < 0.001$ ). MCSI-5 results revealed enhanced adaptive coping, especially in problem-focused and meaning-focused subscales. Qualitative feedback collected through reflective essays emphasized heightened relevance, practical connection to service duties, and appreciation of dialogic pedagogy.

Operational feasibility was also assessed: average preparation time per module decreased by 26 % after instructors gained proficiency with the digital authoring tool, suggesting scalability. Resource utilization metrics recorded 84 % participation in online forums and an average of 2.7 peer feedback posts per cadet weekly.

The findings substantiate the hypothesis that modernization grounded in contemporary pedagogy and digital affordances fosters measurable advances in ideological outcomes. Alignment with the 2024 Concept's priorities is achieved not through additive events but by embedding ideological objectives into the fabric of everyday learning activities. The competence-based architecture mirrors international

trends in military education, where cognitive-behavioral integration is recognized as critical for resilience in hybrid threat environments (Zhukova, 2021). The significant effect sizes corroborate earlier pilot data from Russian and Kazakh military academies, yet the present study is distinctive in foregrounding Uzbek national values and language-specific materials.

Methodologically, the design-based approach proved effective for translating normative rhetoric into actionable pedagogical instruments. Nonetheless, several constraints emerged. First, institutional bandwidth varied: units lacking stable internet connectivity could not exploit the full digital suite. Second, while instructor retraining was positively received, long-term sustainability demands institutionalization within career development frameworks. Third, the legal-awareness questionnaire, although peer-validated, warrants psychometric expansion to capture higher-order ethical reasoning.

Policy implications include the need for an interagency repository of case-based learning objects, co-developed with civil universities and media outlets, to ensure content currency and diversity. Furthermore, assessment data should feed into a national learning analytics dashboard, enabling evidence-driven refinement. Finally, continuous research is required to explore gender-specific and branch-specific nuances, given the diversification of Uzbekistan's force composition.

Modernizing ideological education for servicemen of the Armed Forces of Uzbekistan is achievable when national spiritual imperatives are operationalized through a competence-based, digitally enriched, and empirically evaluated pedagogical framework. The pilot implementation demonstrated statistically significant improvements in moral orientation, legal consciousness, and adaptive coping, confirming the viability of the proposed model. Sustained progress will depend on systematic instructor development, infrastructural reinforcement, and interinstitutional collaboration aimed at nurturing a resilient, value-driven military capable of safeguarding the state in an era of complex security challenges.

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