

EDUCATION OF YOUTH IN THE SPIRIT OF PATRIOTISM

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Abstract. *The patriotism issue from a young age is extremely important for citizen personality development. It is hard to feel important on a personal and a societal level without patriotism. With the advancement of civilization, the potential patriotic emotion can grow and become more profound. The patriotism of those forming it also influences how some aspects of society grow. The example of the multinational states might serve as a stunning illustration of such interplay. The number of these nations is growing as civilization develops. As a result, interest in researching issues related to relationships in multiethnic states is perpetually current, and patriotic education research concerns are ever expanding. A sense of patriotism unites individuals, spiritualizes, encourages greater production, and encourages involvement in societal and governmental activities.*

Key words. *Ethnic harmony, ethnos, cultural heritage, Uzbek folklore, heroic epos, Uzbek literature, and multi-ethnic education are all terms used to describe patriotism in Uzbekistan.*

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Introduction

Experts have been intrigued by the patriotism issue for a long time since it is one of society's defining patrimonial qualities. The necessity for social connection in general was recognized from the very beginning of human activity. The ideological structure that the integration process was built upon. There had been an implementation of the needs of society as a basis for mutual understanding. The ideology produced the practical society action program, the distinction of mutual impact at each other, and structured all human and societal existence as a single organism. The notion of patriotism as love of the ground and patrimonial beginnings was progressively developed in society by the territory and other components of unity, integrity, and comprehension (language, attire, customs, etc.).

Method

Information warfare is as old as warfare itself, and even affected [George Washington](#) posthumously. Three days after the Civil War began, on April 15, 1861, an article was published in the *New York Herald* that roiled the nation. It stated that the body of George Washington had been removed from his tomb, taken to the mountains of Virginia to be Based on the aforementioned, it is reasonable to declare that the inherent orientations of diverse disciplines are appropriately emphasized in the category of "patriotism," and that the term "patriotism" is understood uniformly across all discernible distinctions. In actuality, it still exhibits the original traits and needs patrimonial relationship. Such a circumstance was typical throughout all of the centuries when people's associations existed. These centuries may be classified into two stages:

lifting stages and crisis periods. Each of them has distinctive qualities. The calm growth, political stability, lifting of economic and social development, and the realization of patriotic impulses as pride for the people, the state, and the culture are therefore characteristics of the lifting phases. Tests, concentration and centralization in an internal cover, political influence, social and cultural stresses—all of these specific elements of the crisis stages have helped to foster societal decay. At such periods, there was a socially perilous monster-nurturing menace in the collective's even more loosely unstable society, which may result in the total destruction of all of its components and unexpected outcomes. Consequently, the sense of patriotism was always understood as a condition for the stability of society, a component of spirituality, and a component of an individual's interior culture. It might be due to a patriotic sentiment that values education highly among all individuals. As part of the training, students developed their personalities as citizens and patriots, gained social and historical experience, developed their worldviews, beliefs, and spiritual needs as well as their moral, political, moral, and aesthetic senses and ideals. They also developed their personal characters. The patriotism sentiment energizes society and takes part in the process of public relations realization. The growth of human society and the fostering of nationalistic sentiment are two sides of the same, dialectical process. With the advancement of civilization, the possibility for patriotism increases and deepens. At the same time, people's patriotism is what builds specific societies. The example of the multinational states might serve as a good illustration of such interaction. States are becoming more numerous as civilization develops. As a result, interest in researching relationship issues in a multiethnic state is always growing, as is interest in researching patriotic education issues. A sense of patriotism unites people, spiritualizes, encourages greater contribution and involvement in societal and governmental issues. All of the aforementioned points demonstrate that patriotism falls under the category of interest to the humanities, including philosophy, political science, sociology, history, psychology, cultural anthropology, ethics, pedagogy, etc.

As we know the same sacramental question of fathers and children relationship had been existed in the XIX century. However at that time forces alignment was absolutely different. Fathers were in a framework of last communications and knowledge, and children were both in present and past. Today this ratio have been changed: fathers are at levels of present requirements and even future realities, and education holds children at steps of last methods and techniques, last methodologies, last knowledge. Therefore, it is necessary to solve the contradiction in society development and create opportunities to younger generation to be in line with time, consistently continue the education and training upon the transition from one step of education to higher level. In the same way it is possible to solve contradiction between those who can continue the education and those who remains without the higher education, but with modern level of knowledge, i.e. to resolve a contradiction between different social origin youth.

Result

The clear discrepancy between the actual facts of societal growth and the educational illiteracy of the younger generations has been demonstrated. Because of this, a formidable barrier in the interaction between society and youth has slowly developed. If one generation is from the present and the other from the past, how can mutual understanding be achieved between them?

As far as we are aware, the sacramental question of the relationship between fathers and children existed in the 19th century. But, the arrangement of forces at that time was completely different. Children were both in the present and the past, and fathers were in a framework of recent contacts and knowledge. Now, this ratio has changed: dads are at levels that correspond to current needs and even future realities, while schooling keeps kids at levels that correspond to the most recent approaches, methodology, and information. To resolve the contradictions in society's progress and provide the next generation the chance to keep up with the times, it is vital to continually maintain education and training as one move from one level of school to another. In a similar manner, it is possible to reconcile a conflict between young people of various socioeconomic origins who can continue their education and those who do not, but who possess a high degree of knowledge. So, the environment is now perfect for educating the next generation in the values of humanity and patriotism, fostering their desire for creativity, and honing their aesthetic sensibilities via exposure to a variety of artistic mediums. This condition is realized in the intersubject communications of the Kazakh, Russian, and Turkic literatures. Also, a strong foundation for relationships amongst young people of different nations is created through roots unity understanding, which harmonizes the identity of the younger generation's representation. As a result, the teaching of Uzbek literature has the potential for maximal growth and pedagogical effect, which together with humanization may provide an original platform for educational activity in educational institutions of all levels and kinds. Through the use of Uzbek literature judgment in historical foreshortening and at the level of contemporary accomplishments in Turkic and Slavic philology field, psychology and pedagogical effects of patriotic education problem create absolutely objective conditions for training and education theory and practice updating. The teacher can teach the art of living in a global society and on the basis of it, foster the creation of humanitarian beliefs in which the individual is of the utmost importance. This approach uses Kazakh literature to remove inconsistencies in the patriotic education of the younger generation. Many heroic eposes continue to spark debate in the scientific community on where they originated in the studies of Uzbek, Kazakh, Tajik, and Turkmen scholars. Is it time to start seeing this community of goals and schemes as a sign of societal cohesion? According to V.M. Zhirmunsky, "The epos is alive people past in heroic idealization proportions," which is why it has so great force. Thus, there is tremendous public, cultural, and educational value as well as historical scientific worth. Ch. Valikhanov was able to pinpoint the occurrence date of heroic poems by establishing the roots of unity among Kazakhs, Kyrgyz, Tatars, and Uzbeks: "Heroic poems are a genre of Kazakh, Kyrgyz, Uzbek, and Tatar oral literature. The President of RK, who has declared the formation of the regional integration organization, is also studying achievements in Kazakh and international culture while focusing on future goals, including people integration in Russia, Kazakhstan, Belarus, and Ukraine. He has stated that his nation will act as the association's continual supporter of the association's goals being carried out in practice. In addition, the country's emigration policy influences and is tied to the new element of patriotic education for the next generation. "Increase of immigrants' reception, initially and foremost from the former Kazakhstan people of effective age," is the specific point in "Messages" related to this issue. All of this refers to the growth of the globalization process and the potential future integration of the former population into a

single economic system. As we can see, the political program's action area includes both the present and the future conditions of our state when it comes to patriotic education. All of this goes beyond simple assumptions and pushes for a new strategy to find ways to instill patriotism in the next generation. The combined Kazakh literature with all-Turkic and Russian literature seems to have the answer to this dilemma. The subject of updating training programs and textbooks to include Uzbek literature in educational institutions of all levels and kinds is then raised by such duties. Yet it's important to take into consideration national traditions when creating programs, guides, and textbooks.

Conclusion

Thus, when discussing instilling a sense of patriotism in the younger generation, it is important to keep in mind the social aspirations for integration and rapprochement that are based on shared values, as well as their concrete realization through the study of Uzbek literature in general and the Uzbek heroic epos in particular. Younger generations in our nation feel a patriotic obligation to Uzbekistan, thus it is our duty to take this into account as well as the Republic of Uzbekistan's growing cultural and economic influence. The pedagogical potential of Uzbek literature, and the Uzbek heroic epos in particular, as a tool for instilling patriotism in the next generation, had not yet been demonstrated and made relevant by contemporary needs.

List of used literature

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