

MILITARY-PATRIOTIC EDUCATION OF SENIOR SCHOOL STUDENTS OUT OF SCHOOL TIME

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Abstract: *The article raises the problem of patriotic (including military-patriotic) education of senior schoolchildren and examines the possibilities aimed at developing patriotic feelings, forming patriotic beliefs in extracurricular activities.*

Key words: *educational work, patriotic education, military-patriotic education, personality development.*

In recent years, the interest of the state, scientific and pedagogical workers in the problems of military-patriotic education has grown significantly. State bodies have adopted regulatory documents aimed at restoring the harmonious system of military-patriotic education of youth, which was destroyed during the years of reforms, covering all age categories, public organizations and educational institutions, state structures, including the specifics of extracurricular time.

Extracurricular time and extracurricular activities occupy a special place in the life of senior pupils. Unlike previous years, when the personality of a senior pupil, as a rule, was formed within the framework of an established ideology, an established system of social relations, in the current conditions its formation is complicated by a number of objective, not always positive, socio-economic factors and the absence of clear guidelines in the moral and spiritual sphere of society.

The reform of the comprehensive school has advanced the solution of, first of all, such important problems as the organization and content of education; development of the necessary base for scientific research activities of teachers; creation of conditions for mastering deep fundamental and specialized knowledge, humanization and humanitarization of education; development of social competence of schoolchildren, etc. A schoolchild comes to the senior class already with his own specific attitudes, with established views. Then comes the further development of moral qualities of the individual, including in the field of patriotic education. Extracurricular activities allow to involve the student in such activities in which patriotism and his military-patriotic qualities can be manifested. It is during extracurricular time that the demands of social practice are realized and traditional directions, forms, technologies of work with children and teenagers are significantly expanded. In the sphere of extracurricular time, the process of creative self-development of the personality of the high school student, his preparation for life and social success is activated, which arouses interest in the search for new forms and ways of improvement and further rational use of extracurricular time as a factor in the social formation of the personality, including military-patriotic education. As is known, military-patriotic education of students of comprehensive schools during extracurricular time consists mainly of three components:

- extracurricular activities of schoolchildren;
- extracurricular work of teachers with students;
- extracurricular activity management systems .

Extracurricular time is an essential element of the lifestyle of schoolchildren, professional activity of teachers and heads of comprehensive schools. Extracurricular time for students is time free from studies and essential for satisfying the needs of the student, when he or she determines one or another type of activity by his or her own choice. For senior pupils, extracurricular time is characterized by intensive and diverse communication. Consequently, educational influence can be carried out outside of targeted positive influence for the purposes of military-patriotic education through the pedagogization of the social environment surrounding the student and its involvement in the circle of a single, integral educational space.

Such forms of schoolchildren's activity outside of school hours as socially useful , leisure, self-educational should be stimulated by teachers through the formation of a need for it, the creation of a situation of success, the use of competition methods, encouragement. At the same time, it is necessary to take into account the paradoxical circumstance: senior pupils consider military-patriotic education outside of school hours necessary and important, but they are wary of special "educational events", doubting their necessity. The presence of such a dilemma negatively affects the productivity of the process of military-patriotic education of schoolchildren outside of school hours.

It is also important to understand that in the current socio-economic conditions, military-patriotic education of senior schoolchildren outside of school hours, the status of each of them and their families is important. Optimization of the substantive content of extracurricular time in terms of military-patriotic education can be naturally achieved through the affirmation of democratic principles in society, leading to the formation of youth abilities for self-government, providing students with the opportunity to defend risky ideas, experiment and make decisions, creating conditions for the accumulation of positive experience, etc. It should be noted that, being an integral part of a comprehensive approach to educational work, patriotic education has an organic relationship with other areas (moral, labor, aesthetic, physical, etc.). On the one hand, at present, the need for deep enrichment of all aspects of educational work with patriotic content is becoming more urgent, on the other hand, military-patriotic education can be significantly “revived” by using the opportunities and factors of other priority educational areas today, which have a direct outlet to the realities of schoolchildren's extracurricular activities. A senior schoolchild is approaching an adult in his anatomical and physiological development. Puberty ends, muscle strength increases, nerve cells are basically already structurally formed. All this creates the prerequisites for active physical and mental activity of a senior schoolchild.

During this period, educational work continues to be the leading one, but its content itself becomes different: during training, many philosophical, ideological problems are considered, complex patterns are realized. The focus of all school life also changes: it involves social work on the professional orientation of students, taking into account their inclinations, abilities,

interests, and physical fitness.

A special place in senior school age is occupied by questions of choosing a future profession, and this in turn affects the process of cognition, attitude to learning. Selective interests in individual subjects appear in accordance with the profession that the student has chosen for himself. But this does not mean that, being carried away only by his favorite subject, he does not pay attention to others.

On the contrary, in most cases, a senior school student tries to overcome indifference to unloved subjects and master knowledge in all disciplines for successful completion of studies. All this creates a certain style of mental activity in senior school age. It becomes deep, independent, all cognitive mental processes (memory, perception, imagination) proceed consciously, voluntarily.

The choice of a future profession influences the emergence of significant interest in the work activities of adults in students. True, first of all, the attention of senior school students is attracted by those professions that they most often encounter in everyday life or have an external effect, external attractiveness: actor, producer, scientist, doctor, astronaut. But schoolchildren judge these professions mainly by the results of their activities, and the process of work and preparation for it is often unfamiliar to them. In this regard, a hastily chosen profession may bring disappointment and not become the work of a lifetime. Research conducted in the area of professional orientation of high school students shows that the relatively narrow range of their professional interests is explained by the fact that students often do not understand the content of the activities of many "inconspicuous" professions in which they could find themselves. This ignorance limits the possibilities of choosing a career path, and the school is called upon to correct the existing shortcoming.

Thus, the level of physical development, educational and social activities of a senior school student contribute to the formation of his broad and stable interests, moral convictions, worldview, social motives of behavior and volitional qualities, i.e., the development of personality.

In order to study the problem of increasing the effectiveness of patriotic education of students, we studied (established) the level of patriotic knowledge and its connection with the behavior of schoolchildren. In the course of the study, the tasks of isolating the personally significant qualities of a patriot, characteristic of schoolchildren, and determining the indicators of patriotic education of students were solved. The results of the survey of students and senior schoolchildren about the need for knowledge, about the past and present of the Motherland and native land are given below (Table 1).

Need for knowledge about the history of the Fatherland and native land

<i>No.</i>	<i>Contents of answers</i>	<i>Number of responses</i>
1	Historical events in the history of the Motherland	29
2	Prospects for the Future of Uzbekistan	20
3	About the historical past of the region	4
4	About the nature and attractions of the region	1
5	About cultural traditions of the city, village	8

The analysis of the respondents' answers showed that they have clearly expressed needs for knowledge about the historical past, are interested in the future of the country, and are curious about the culture and traditions of their city or village. The survey, written work, and questionnaires revealed insufficient knowledge of the essence of the concepts of patriotism and patriotic duty. Senior schoolchildren do not have a foundation for the further development of patriotic feelings and beliefs.

During the study, we identified the qualities of respondents that characterize their upbringing as patriots. These components can be used as indicators of patriotic upbringing. Taking into account the answers of the test subjects, we highlight the requirements that he meets: a patriot knows the history of the Motherland, shows interest in its future, feels a sense of pride for the Motherland, for great people, treats nature with care, prepares to defend the Fatherland, shows interest in the cultural heritage of his people, in historical traditions; watches political programs on television, studies conscientiously, develops creative abilities, is engaged in self-education. The presence of these indicators of patriotic upbringing is a necessary condition for the educational activities of the teaching staff.

Indicators of patriotic education of students can be:

- development of knowledge, skills and abilities necessary for the successful fulfillment of civic duty;
- participation in socially useful activities;
- active patriotic activities;
- choice of profession by school graduates in the sphere of state and military activities.

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