

**TECHNOLOGY OF EDUCATING SENIOR SCHOOL STUDENTS IN PATRIOTISM
AND AESTHETIC VALUES THROUGH SPECIAL MILITARY-PHYSICAL TRAINING
EXERCISE**

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Abstract

This article explores the technology of educating senior school students in patriotism and aesthetic values through special military-physical training exercises. The pedagogical significance of military-physical activities, their influence on students' worldview, and their integration into the educational process are analyzed. The study also proposes effective methods for developing both physical fitness and aesthetic perception among students.

Keywords

military-physical education, patriotism, aesthetic education, pedagogical technology, students, physical development

INTRODUCTION

In today's era of rapid globalization and information technology development, the issue of comprehensively educating the younger generation is one of the priority areas of state policy. In particular, the formation of love for the Motherland, national pride and aesthetic taste in senior students is one of the urgent pedagogical problems. Because it is at this age that the worldview, life values, and social position of students are formed.

In the modern education system, it is considered an important task to educate young people not only as educated, but also as physically healthy, spiritually mature, and aesthetically pleasing individuals. From this perspective, military physical education exercises serve as an effective tool for the comprehensive development of students. Through these exercises, along with physical fitness, discipline, and willpower, loyalty to the Motherland and civic responsibility are formed in students.

Military physical education exercises, by their very nature, serve not only for physical development, but also for the enrichment of the inner world of the individual. During these exercises, students acquire the skills of following certain procedures, working in a team, making quick decisions, and acting correctly in complex situations. This lays the foundation for their future formation as active and responsible individuals in society.

At the same time, aesthetic education also plays an important role in the development of the personality. Through aesthetic education, students develop the ability to perceive, appreciate and create beauty. By organizing military-physical training aesthetically, that is, paying attention to the harmony, accuracy and beautiful execution of movements, students develop the aesthetics of movement. This turns physical exercises into a higher level of cultural phenomenon than a simple activity.

One of the problems observed in educational practice is that often physical education classes are focused only on improving health or achieving sports results. However, their educational, especially patriotic and aesthetic, potential is not fully utilized. Therefore, there is a need to organize military-physical training on the basis of an integrated approach, that is, to combine them with spiritual and aesthetic education.



The relevance of this problem is also due to the fact that in the process of globalization, various external influences on the minds of young people are increasing. In such conditions, it is important to educate them as individuals who are loyal to national values, not indifferent to the fate of the Motherland, and have a developed aesthetic taste. In implementing this task, military physical education exercises can serve as an effective pedagogical tool.

The purpose of this study is to develop and scientifically substantiate an effective pedagogical technology aimed at educating high school students in the spirit of love for the Motherland through special military physical exercises and forming their aesthetic taste. To achieve this goal, the following tasks were set:

- analysis of the pedagogical essence of military physical education exercises;
- identification of factors for the formation of patriotism and aesthetic education in students;
- development of effective pedagogical technology based on special exercises;
- determination of the effectiveness of the proposed approach through experimental work.

The educational process of high school students was taken as the object of research. The subject of the study is the technology for forming love for the Motherland and aesthetic views in students through special military physical exercises.

The scientific novelty of this study is that it interprets military physical education exercises not only as a means of physical development, but also as a complex pedagogical system that ensures the spiritual and aesthetic development of students. At the same time, an innovative approach is proposed that combines effective methods and tools in this direction.

LITERATURE ANALYSIS

The issue of educating high school students in love for the Motherland and aesthetics through military physical education exercises is one of the widely studied areas within pedagogy, physical education theory, and military pedagogy. This problem has been studied in various aspects by many local and foreign scientists, and their scientific views form the theoretical basis of this study.

First of all, the issues of love for the Motherland and spiritual education occupy an important place in Uzbek pedagogical thought. In this regard, I.A. Karimov in his works emphasizes the need to educate the younger generation in a spirit of patriotism and strengthen their loyalty to national values. According to him, the formation of love for the Motherland in the minds of young people is one of the important factors of state development. These ideas serve as an important theoretical source in substantiating the socio-pedagogical significance of military physical education exercises.

The idea of comprehensive development of the personality is one of the main concepts in the science of pedagogy. N. Mahmudov and other pedagogical scientists emphasize the need to harmoniously carry out the physical, mental and spiritual development of students in the educational process. In their opinion, physical education should be considered not only as a means of health improvement, but also as an integral part of the educational process.

In the field of theory and methodology of physical education, the scientific work of L.P. Matveyev is of particular importance. The scientist scientifically substantiates the effect of physical exercises on the human body, their educational potential and the importance of their systematic application. According to his views, through physical exercises, such important qualities as discipline, will, and endurance are formed in a person. This further enhances the pedagogical significance of military physical training exercises.

Research conducted in the field of military pedagogy also plays an important role in illuminating this topic. Khodjayev B.Kh. in his scientific works analyzes the role of military training exercises in the education of young people, their importance in the formation of disciplinary and



spiritual qualities. The scientist noted that military-oriented training develops in students a sense of responsibility, teamwork, and readiness to defend the Motherland.

Issues of aesthetic education have also been widely studied in pedagogical literature. A. Abdullayev interprets aesthetic education as an important factor that develops a person's ability to perceive, evaluate, and create beauty. In his opinion, aesthetic education can be carried out not only through art, but also through everyday activities, including physical exercises. This indicates the need to combine military-physical training with aesthetic education.

Research conducted in the field of modern pedagogical technologies also creates an important methodological basis for this direction. Sh. Safarov emphasizes that it is possible to increase the activity of students by using innovative approaches and interactive methods in the educational process. This justifies the need to organize military-physical training on the basis of modern pedagogical technologies.

Also, scientific research conducted in the field of physical education and sports proves that, along with the physical development of students, they also have a positive effect on their psychological and social development. O. Kasimov's research shows that physical training can form a healthy lifestyle, self-control and strong-willed qualities in students.

Foreign studies have also widely covered the importance of military-physical training in the education of young people. In particular, in Western pedagogy, the concepts of "physical training" and "military discipline" are considered important factors ensuring the social adaptation and maturity of the individual. These studies show that physical activity and disciplined training accelerate the socialization process of young people.

In addition, the issue of integration of aesthetic education and physical education is also considered a relevant direction in modern scientific literature. Researchers emphasize that it is possible to develop a culture of movement in students through aesthetically correct, beautiful and harmonious performance of physical exercises. This indicates that military training has not only functional, but also aesthetic significance.

In general, the studied literature shows that the issue of educating high school students through military physical training is multifaceted and is located at the intersection of pedagogy, psychology, sociology and physical education. At the same time, the issue of combining love for the Motherland and aesthetic education with military physical training is not sufficiently covered in existing studies.

This circumstance determines the scientific novelty and relevance of this study. Therefore, the development of pedagogical technologies aimed at the comprehensive development of students based on military-physical training - that is, physically, spiritually and aesthetically - is an important scientific and practical task.

METHODOLOGY

This study was aimed at developing a pedagogical technology for the education of high school students in love for the Motherland and aesthetics through special military-physical training exercises and determining its effectiveness. The study was conducted on the basis of an integrated approach, combining theoretical and empirical methods.

General direction and design of the study

The study was organized on the basis of a quasi-experimental design. That is, students were divided into two groups - experimental and control groups. A specially developed system of military-physical training was introduced in the experimental group, while traditional physical training continued in the control group.

The study was carried out in three stages:

1. Diagnostic stage — determination of the initial level of students;
2. Experimental stage — introduction of special exercises;



3. Final stage — analysis and generalization of the results.

Research object and participants

The study object was selected as senior students of secondary schools. Students studying in grades 10–11 participated in the study. Participants were divided into groups similar to each other in terms of age, level of physical fitness and social activity.

In the experimental group, special military-physical training was regularly conducted with students. In the control group, training was conducted based on the standard curriculum.

Research methods

The following methods were systematically used in the study:

1. Theoretical methods

—analysis of scientific literature;

—generalization of pedagogical, psychological and methodological sources;

—systematization of existing concepts.

Through these methods, the theoretical foundations of the topic were developed and the scientific direction of the research was determined.

2. Empirical methods

—observation method: the activity, discipline and interest of students in the exercises were studied;

— questionnaire and interview: the attitude of students to the Motherland, aesthetic views and interest in the exercises were determined;

— testing and diagnostics: the level of physical development, endurance and agility indicators were assessed;

— pedagogical experience: the effectiveness of special exercises was practically verified.

3. Statistical methods

The results obtained were quantitatively processed, analyzed by comparison, expression in percentages and generalization. This served to ensure the reliability of the research results.

Special military-physical training system

During the experiment, a set of exercises was developed that included the following areas:

—line exercises (formation of discipline and teamwork);

— speed and endurance exercises;

—balance and coordination exercises;

—group movements (development of teamwork skills);

— aesthetic movement exercises (ensuring accuracy and harmony of movements).

This system of exercises was developed taking into account the age characteristics and physical capabilities of students.

Evaluation criteria

The following criteria were established to determine the effectiveness of the study:

1. Patriotic level

—respect for state symbols;

—Conscious expression of an opinion about the Motherland;

— activity in collective activities.

2. Aesthetic education level

—beautiful and orderly execution of actions;

—appearance and discipline;

— formation of aesthetic taste.

3. Physical training level

—endurance;

—speed;



— coordination and balance.

According to each criterion, students were divided into high, medium and low levels.

Organization of the experimental and testing process

Experimental training sessions were held 2–3 times a week. Each training session consisted of the following stages:

introduction	warm-up exercises
main part	
final part	military-physical training

During the training, students' active participation, discipline, and creative approach were encouraged.

Ethical aspects

The rights and interests of students were fully taken into account during the research process. Participants were recruited voluntarily, and their personal information was kept confidential.

Scientific significance of the methodology

This methodology allows for the comprehensive education of high school students through military-physical exercises. It combines physical development, spiritual education, and aesthetic formation into a single pedagogical system.

RESULTS

The results of the study showed that special military-physical exercises have a positive effect not only on the physical development of students, but also on their spiritual and aesthetic views.

Firstly, the students' sense of love for the Motherland significantly increased. During the training, a sense of patriotism was strengthened in their minds through state symbols, military discipline, and collective actions.

Secondly, positive changes were also observed in terms of aesthetic education. By performing military exercises in an orderly, harmonious and beautiful manner, the aesthetics of movement were formed in the students.

Thirdly, the students developed such qualities as physical endurance, agility and balance. This served to form their overall healthy lifestyle.

The results showed that the systematic use of special exercises ensures the comprehensive development of students.

DISCUSSION

The results obtained are important from a pedagogical point of view. Because military physical education exercises provide not only physical fitness, but also the spiritual and aesthetic development of the individual.

The analysis shows that, compared to traditional physical education exercises, military-oriented exercises arouse more interest in students. This increases the effectiveness of education.

Also, by integrating elements of aesthetic education into the exercises, students develop the skills of feeling beauty, appreciating discipline and understanding collective harmony.

In addition, such training prepares young people for life's difficulties and develops strong-willed qualities in them.

CONCLUSION

In conclusion, the education of high school students through special military-physical exercises is of great importance for their physical, spiritual and aesthetic development.

By introducing this technology into the educational process, the following results can be achieved:

—enhancing students' love for the Motherland;



- developing aesthetic taste and understanding of beauty;
- increasing the level of physical fitness;
- forming a sense of discipline and responsibility.

In the future, it is important to expand scientific research in this area and enrich practical methods.

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