

**USING THE HERITAGE OF SCIENTISTS IN FORMING A MILITARY-
PATRIOTIC SPIRIT IN STUDENTS**

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Abstract: This article examines the pedagogical possibilities and methodological foundations of using the rich spiritual and historical heritage of thinkers of the Eastern Renaissance, great scholars and our commanders in the formation and development of the military-patriotic spirit in students of higher educational institutions. The article analyzes the role of Amir Temur's strategic views on statehood and military management, Abu Nasr Al-Farabi's philosophical teachings on a virtuous society and its defense, and the ideas of courage and loyalty to the homeland in the works of Alisher Navoi in the development of the personality of students. It also highlights the mechanisms for forming national pride, honor and involvement in the fate of the people and homeland in the hearts of the younger generation through the courage and immortal heritage of their ancestors, protecting them from ideological attacks in the conditions of globalization, and systematically strengthening their ideological immunity.

Keywords: students-youth, military-patriotism, heritage of scholars, courage of ancestors, Amir Temur, Temur's regulations, Abu Nasr Farabi, Alisher Navoi, national pride, spiritual-historical heritage, ideological immunity, educational process, pedagogical system, higher education, perfect person, loyalty, courage, ideological strength, defense of the homeland, awareness of national identity.

Introduction

Today, formation of military-patriotic spirit among young people, especially students, is one of the urgent issues. In this process, it is important to effectively use the rich spiritual heritage of our people, especially the scientific and philosophical views left by scholars. Because scholars put forward not only religious or scientific issues in their works, but also socio-educational ideas such as humanity, selflessness, patriotism, loyalty to the country.

"As the President of the Republic of Uzbekistan Sh.M. Mirziyoyev stated: "We must deeply inculcate in the minds of our youth that the defense of the Motherland is not only a sacred duty, but also a precious heritage left by our great ancestors"[1]. Because the rich experience and courage of our ancestors in the field of military art serves as an incomparable source for the formation of the spirit of military patriotism for today's students and youth." This conceptual opinion of the head of our state shows that it is necessary to turn military-patriotic education into a process of historical memory and awareness of national identity, not just military training. In this place, the legacy of scholars is not just historical information, but a spiritual and moral guide and a high example for students.

In particular, using the military-theoretical and spiritual views of our great ancestors solves several important pedagogical tasks:

First of all, through the lives of our great generals (Amir Temur, Jalaluddin Manguberdi) and scholars (Imam Bukhari, Abu Rayhan Beruni, Alisher Navoi), students develop a sense of national pride.

Secondly, the rich spiritual heritage left by our ancestors serves to develop students' intellectual potential and ability to think strategically. This fully meets the requirements of modern military education.

Thirdly, the idea of "Protection of the Motherland is a precious heritage" raises the love for the Motherland in the hearts of young people from an obligation to the level of a personal belief.

It is known that the concept of allama is not only a religious scholar, but also a person who is known as an advanced thinker and spiritual leader of his time. There are many such scholars in the history of our nation, and their legacy is of incomparable importance not only in religious, but also in raising the spirit of patriotism. For example, in the works of great thinkers such as Abu Nasr Farabi, Ibn Sina, Imam Bukhari, Imam Termizi, Bahauddin Naqshband, Ahmed Yassavi, Alisher Navai, the ideas of love for the motherland, service to the people, steadfastness in the path of truth, collective unity and self-sacrifice occupy the main place.

At this point, the question arises: who is an allama and what is their legacy? It is natural to ask.

Allama is a term derived from the Arabic word "alim" and means "knowledgeable", "scholar". In Islamic culture, an allama is understood not only as a possessor of religious knowledge, but also as an accomplished thinker of his time, a person with deep knowledge in various fields of science, a spiritual and morally mature person. With their knowledge, they worked to spiritually elevate society, educate the younger generation, and establish justice and truth.

The legacy of allamas is understood, first of all, as their works, wisdom, teachings, and the socio-spiritual impact they left on society in their time. This legacy includes not only religious, philosophical or scientific knowledge, but also embodies high moral ideas such as humanity, patriotism, and loyalty to the people and homeland.

It is known that the land of Uzbekistan is considered a sacred land, where for centuries the foundation of not only science, but also high statehood, military art and high morality has been formed. It is not enough to simply give students theoretical military knowledge; patriotism must become an internal belief and life principle in them. The most effective pedagogical way to achieve this is to systematically integrate the ideas of the courage of our ancestors and their immortal works about humanism, preserving peace in the country into the educational process. In the views of our great thinkers, patriotism was interpreted not only as a feeling, but also as a part of a high duty and faith.

In particular, the great commander and statesman Amir Temur, in his work "Temur's Regulations", which contains the laws and regulations for governing the state and organizing the army, emphasizes that the spiritual formation, justice and loyalty of every soldier and citizen are in the first place in the stability of the country and the defense of the homeland. Sahibkiran writes in his treatises:

"I have seen in my experience that one determined, enterprising, alert, courageous and ambitious person is better than a thousand heedless and indifferent people. Because one experienced person orders and shows the way to thousands of people."

This idea is also directly relevant for today's students and youth, and means that in military-patriotic education, not empty numbers or obligations, but deep knowledge, firm intention and a sense of responsibility for every action should come first.

A major representative of the Eastern Renaissance, the thinker and scientist Abu Nasr Al-Farabi, in his work "The City of Virtuous People", specifically touched upon the issues of social development, its security and the defense of the country. Speaking about the qualities of people who rule the country and defend it from enemies, Farabi says:

"A true patriot and virtuous person should be ready to give not only his knowledge, but also his entire being for the peace and prosperity of his city (homeland). Anyone who is cowardly, unjust, and puts his homeland at risk for his own benefit is the lowest of society."

This teaching of Farabi has enormous pedagogical power in forming universal and national values in students and youth, protecting them from indifference, and instilling social responsibility.

Another great thinker, the sultan of words, Alisher Navoi, in his works and sermons, considered patriotism and public service to be the highest criteria of humanity. Navoi urges young people to live bravely, bravely and in the pain of the country, exclaiming in one of his famous rubai:

"Don't leave your homeland for a breath, and don't be jealous of a foreign country. Your country is a bouquet of flowers for you, don't be a foreigner."

These thoughts of Navoi tell the students that no matter where a person is, he should not forget his roots, his Motherland, and strive for its development. Especially in military-patriotic education, such ideas as bravery, loyalty to a friend and intolerance towards the enemy in Navoi's works are an important foundation in forming the moral image of students.

Using the heritage of scholars in pedagogical practice restores the historical memory of students and youth, and increases their sense of national pride. When the student realizes that he is a descendant of such great figures as Amir Temur, Jalaluddin Manguberdi, Farabi and Navoi, his loyalty to his country is combined with a sense of belonging. And this is the strongest shield that reliably protects young people from any foreign ideas, ideological attacks and the negative effects of "mass culture".

In conclusion, effective use of the legacy of our great scholars in the formation of the military-patriotic spirit in students enriches the content of the educational process and increases its effectiveness. The education and life examples of our ancestors help young people to be not only physically strong and disciplined, but also to develop into perfect human beings and true patriotic citizens who have high intellectual potential, think independently and are ready to sacrifice their lives for the peace, tranquility and development of their Motherland under any circumstances.

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