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THE ROLE OF PATRIOTIC EDUCATION IN THE PROCESS OF MILITARY EDUCATION

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Abstract. This article analyzes the content, pedagogical significance, and role of patriotic education in the military education process. Patriotic education is considered an important factor in developing loyalty to the homeland, civic responsibility, awareness of military duty, discipline, courage, and collective responsibility among future military personnel. The study emphasizes that patriotic education should not be limited to theoretical instruction but should also include historical memory, military traditions, practical activities, collective events, visits to museums and historical sites, and the personal example of commanders and teachers.

Keywords: military education, patriotism, upbringing, military duty, loyalty to the homeland, future officer, moral education.

Introduction. One of the primary tasks of the military education system is, alongside training specialists capable of effectively using modern weaponry and military equipment and possessing professional knowledge and skills, to form individuals who are morally mature, responsible, and deeply aware of their duty to the homeland. The specificity of the military profession lies in the fact that, together with the specialist's level of knowledge and physical preparedness, his moral position, civic responsibility, and loyalty to the homeland are also of particular importance [1; 2]. For this reason, it is not sufficient to interpret military education merely as a process of imparting knowledge and skills. The consistent organization of educational influence, alongside instruction, is an essential condition for shaping the professional image of a future officer.

Research methodology. The study employed systemic, competency-based, person-centered, and activity-based approaches. On the basis of the systemic approach, patriotic education was examined not as a separate element of military education but as an integral process linked with academic training, educational events, daily service activity, collective relations, and military traditions. The competency-based approach makes it possible to connect patriotism not merely with a theoretical notion but with responsible conduct manifested in real professional activity. In the activity-based approach, the cadet's direct participation in patriotic events and practical activities is regarded as an important factor.

Results. The effectiveness of patriotic education in the process of military education depends, first of all, on its being organized without separation from the educational process. In acquiring relevant knowledge in history, law, military disciplines, or moral-educational classes, the cadet must also understand the practical significance of this knowledge for military service. For example, becoming acquainted with the country's military history should not serve merely to memorize historical dates but to grasp the traditions of statehood, the military heritage, and the historical experience of one's people on the path to independence. Such an approach makes it possible to connect historical knowledge with personal conviction and professional responsibility [3; 4; 5].

Historical memory holds a particular significance in patriotic education. Knowledge of the historical roots of his profession and the experience of military figures and soldiers who served in the defense of the country strengthens a future officer's professional identity. For this purpose, documents, memoirs, historical works, and museum materials relating to military history may be

used. In military educational institutions, combining events dedicated to historical dates and state holidays with substantive analytical sessions, rather than simple ceremonial forms, yields more effective results. The cadet should discuss the causes and consequences of historical events and be able to justify what conclusions can be drawn from them for present-day military service.

Practical activity is also an important means in developing patriotic education. Military-patriotic events, sports competitions, collective training sessions, visits to military-historical sites, meetings with veteran servicemen, and socially useful activities strengthen cadets' sense of belonging to the collective. Through such activities, the cadet learns to harmonize his personal capacities with the interests of the collective. In particular, the practical formation of qualities such as mutual assistance, responsibility, and adherence to discipline in collective assignments enriches the content of patriotic education [6: 78].

Another important condition for shaping patriotism in the process of military education is personal example. Cadets directly observe the conduct of their commanders and instructors. Qualities such as a responsible attitude toward one's service duties, fair decision-making, adherence to discipline, respectful treatment of subordinates, and composure in complex situations exert a strong educational influence. It is therefore important not to limit patriotic education to lectures and promotional events alone, but to manifest it through everyday conduct and service culture within the military educational environment itself.

The content of patriotic education must also take into account the contemporary information environment. As the internet, social networks, and digital media occupy an increasingly large place in shaping young people's worldview, military students also need to acquire skills in critically evaluating information, distinguishing false and manipulative content, and analytically understanding issues related to national interests. From this standpoint, media literacy may be regarded as one of the modern components of patriotic education. Loyalty to the homeland is not merely an emotional attitude; it must be reinforced by a conscious understanding of the country's interests, lawfulness, and civic responsibility [7].

Discussion. One of the main pedagogical problems in organizing patriotic education within the military education process is confining it merely to events. If patriotism is considered only within the framework of holidays, meetings, or special moral-educational events, its effect may be short-lived. Patriotic education must be consistently manifested in the cadet's daily life, academic training, service discipline, relations with the collective, and the process of carrying out assignments. Here, education should not be a separate event but should become a permanent pedagogical feature of the military educational environment [8].

It is likewise important, in forming patriotism, to develop a conscious attitude rather than rely on compulsory and formal approaches. The cadet must understand why he serves the homeland, what military duty consists of, and how significant his professional activity is for the security of society. Only when this level of awareness has formed does patriotism turn from an external requirement into an inner conviction. It is therefore appropriate to give broader scope, within the pedagogical process, to open dialogue, problem-based questions, discussions, and the analysis of real-life situations.

Patriotic education is also directly connected with military discipline. Discipline must be explained not merely as fear of punishment or mechanical submission to orders, but as an expression of awareness of professional duty and responsibility before the collective. The cadet must understand that he also serves the homeland by performing his tasks conscientiously, observing established order, and approaching his duties responsibly. In this way, patriotism ceases to be an abstract notion and becomes a practical value manifested in everyday professional activity.

Determining the effectiveness of patriotic education requires more than testing cadets' theoretical knowledge alone. Their attitude toward historical events, their level of awareness of military duty, their responsibility in collective activity, their discipline, their initiative, and their conduct in complex situations must also be observed. On this basis, it becomes possible to regularly analyze the effectiveness of educational work and to determine a pedagogical approach suited to each cadet's individual development.

Conclusion. Patriotic education in the process of military education is one of the important directions in shaping the personality of a future officer. Its content should not be limited to a general notion such as love for the homeland, but should also encompass qualities such as awareness of military duty, civic responsibility, discipline, professional loyalty, collective cooperation, historical memory, and personal accountability. Such an approach ensures a firm connection between the future military specialist's professional knowledge and his moral qualities. According to the results of the study, enhancing the effectiveness of patriotic education requires integrating it with all components of military education, actively using historical materials, expanding practical and collective activities, studying military traditions, strengthening the personal example set by commanders and instructors, and taking the modern media environment into account. In particular, linking educational activity to the cadet's real conduct increases its effectiveness.

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