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IMPROVING THE PEDAGOGICAL SYSTEM OF FOSTERING MILITARY-PATRIOTIC SPIRIT AMONG YOUNG PEOPLE THROUGH ARTIFICIAL INTELLIGENCE TECHNOLOGIES

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Abstract: *This article examines, from a theoretical and scientific perspective, the improvement of the pedagogical system for fostering a military-patriotic spirit among young people through artificial intelligence technologies. In the context of digital transformation, it explores the pedagogical foundations for effectively utilizing artificial intelligence to develop young people's patriotic outlook, strengthen their respect for national values, deepen their historical awareness, and enhance their sense of civic responsibility. The article also discusses the integration of adaptive learning, intelligent virtual assistants, interactive educational scenarios, and digital historical resources into the educational process. As a result, a conceptual pedagogical model is proposed that integrates the target-oriented, content-related, technological, organizational-methodological, and diagnostic-assessment components of military-patriotic education based on artificial intelligence technologies. Furthermore, the article substantiates the need to preserve the leading role of educators, ensure the reliability of information, prioritize national and spiritual values, and comply with digital safety requirements.*

Keywords: *artificial intelligence, military-patriotic education, pedagogical system, young people, digital education, innovative technologies, national values, historical awareness, civic responsibility, pedagogical diagnostics.*

INTRODUCTION

In the development of modern society, educating the younger generation to become well-rounded individuals who think independently, possess high moral and ethical qualities, and deeply understand their responsibility for the future of their homeland is one of the key socio-pedagogical tasks. In particular, amid globalization, the rapid expansion of information flows, and the widespread integration of digital technologies into everyday life, improving the content, forms, and methods of fostering a military-patriotic spirit among young people in accordance with contemporary requirements has become increasingly important.

Military-patriotic education is a continuous pedagogical process aimed at developing young people's loyalty to their homeland, awareness of their national identity, respect for their ancestors' heritage, responsible attitudes toward civic duties, and appreciation of peace in their country. This process is not limited to acquiring military knowledge and skills. It also involves developing young people's

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moral maturity, historical thinking, social engagement, discipline, teamwork, and ability to make responsible decisions.

In Uzbekistan, fostering a military-patriotic spirit among young people is one of the important areas of state youth policy. In particular, Resolution No. 267 of the Cabinet of Ministers of the Republic of Uzbekistan, dated 29 June 2023, concerning measures to improve the effectiveness of efforts to foster a military-patriotic spirit among young people during 2023–2027, provides an important regulatory foundation for developing a systematic approach in this field.

Today, the rapid development of artificial intelligence technologies is creating new opportunities for organizing education and upbringing. These technologies make it possible to personalize learning materials, create interactive educational environments, visualize historical information, analyze learning outcomes, and support independent learning. UNESCO's recommendations on artificial intelligence in education also emphasize human-centered approaches, ethical responsibility, and the informed use of technology.

Nevertheless, the existing capabilities of artificial intelligence do not automatically guarantee the effectiveness of military-patriotic education. Educational outcomes depend on the purposes for which these technologies are used, the extent to which they are integrated with educational content, and the effectiveness of pedagogical supervision.

Consequently, the integration of artificial intelligence technologies into the process of fostering a military-patriotic spirit among young people on a scientifically grounded basis, together with the improvement of the corresponding pedagogical system, constitutes a relevant scientific and educational challenge.

Research Aim and Objectives

The aim of this study is to identify the theoretical and methodological foundations for improving the pedagogical system of fostering a military-patriotic spirit among young people through artificial intelligence technologies and to develop a conceptual pedagogical model for organizing this process effectively.

To achieve this aim, the following objectives have been established:

1. To analyze the contemporary pedagogical content and priority areas of military-patriotic education from a theoretical and scientific perspective.
2. To identify the didactic and methodological opportunities offered by artificial intelligence technologies in youth education.
3. To substantiate the application of learner-centered and competency-based approaches in the educational process.
4. To propose a structural and functional model for organizing military-patriotic education based on artificial intelligence.

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5. To establish criteria and indicators for assessing educational effectiveness.

6. To identify informational, methodological, and ethical challenges associated with the use of artificial intelligence and develop approaches to addressing them.

Research Methodology

The methodological foundation of this study consists of systemic, learner-centered, competency-based, and activity-based approaches. These approaches make it possible to examine military-patriotic education as an interconnected set of objectives, content, methods, tools, and outcomes.

The systemic approach helps ensure coherence among the structural components of the pedagogical process. The learner-centered approach takes into account young people's individual characteristics, interests, and needs. The competency-based approach focuses on the ability to apply acquired knowledge in practical situations, think independently, and make responsible decisions.

The study employs methods of scientific literature analysis, examination of regulatory and legal documents, pedagogical comparison, synthesis, systematization, and conceptual modeling.

This article is theoretical and analytical in nature. The proposed pedagogical model is presented as a conceptual framework. Its practical effectiveness should be examined separately through experimental educational activities, pedagogical observation, diagnostic tasks, and comparative analysis of outcomes.

Main Body

1. The Pedagogical Essence of Military-Patriotic Education and Contemporary Requirements

Military-patriotic education is a complex pedagogical process aimed at developing the younger generation's love for their homeland, respect for national values, awareness of their connection to historical heritage, understanding of civic duties, and responsible attitude toward the interests of society.

Its content is formed through the interaction of knowledge, convictions, attitudes, and practical activities. In addition to acquiring knowledge of national history and ancestral heritage, young people should understand the significance of this knowledge in contemporary society, draw conclusions from historical experience, and demonstrate civic responsibility in their everyday activities.

In traditional pedagogical practice, military-patriotic education is delivered through discussions, lectures, meetings with historical figures and veterans, museum visits, cooperation with military units, sports competitions, spiritual and educational events, and group activities. These forms remain important components of the educational process. However, given the needs of young people growing up in a digital information environment, these methods should be enriched with innovative pedagogical tools.

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Artificial intelligence technologies provide opportunities to strengthen young people's active participation in learning, encourage independent inquiry, and present educational content in various formats. Nevertheless, patriotism cannot be reduced to watching digital content or memorizing theoretical information. It also develops through social experience, personal example, practical activities, and conscious choices.

Therefore, one of the principal methodological requirements of contemporary military-patriotic education is to maintain a balance between traditional pedagogical experience and digital technologies.

2. The Educational Potential of Artificial Intelligence Technologies

The application of artificial intelligence technologies in education creates new opportunities for organizing pedagogical activities, adapting learning materials, and supporting learners' independent inquiry.

In military-patriotic education, these opportunities can be utilized in the following areas.

Interactive acquisition of historical knowledge. Artificial intelligence can be used to develop question-and-answer activities, digital maps, timelines, and multimedia materials concerning national history, the lives of prominent ancestors, historical events, and Uzbekistan's independence. These resources can help young people understand historical processes in an interconnected manner. However, all generated information must be verified against reliable historical sources.

Organization of adaptive learning. Artificial intelligence tools can recommend assignments and supplementary materials tailored to learners' levels of knowledge. For example, learners who experience difficulties mastering a topic may receive explanatory materials, while those demonstrating higher achievement may be given analytical assignments. This approach creates opportunities for individualizing the learning process.

Simulation of interactive pedagogical situations. Young people can analyze hypothetical situations related to civic duties, teamwork, safe behavior during emergencies, and social responsibility. Such activities are intended to develop independent thinking, the ability to consider problems from different perspectives, and the capacity to justify decisions with evidence.

Development of digital creativity. With the assistance of artificial intelligence, young people can create videos, digital posters, podcasts, presentations, historical quizzes, and educational projects on patriotic themes. In this process, learners become active participants in creating educational content rather than merely receiving ready-made information.

Improvement of pedagogical diagnostics. Digital platforms can assist educators in assessing knowledge, identifying learning difficulties, and selecting supplementary assignments.

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However, it is insufficient to determine moral and ethical qualities solely through automated tests or algorithmic assessments. Such results should be supplemented by pedagogical observation, interviews, reflection, and analysis of practical activities.

Thus, artificial intelligence should be regarded as a supportive pedagogical tool that enriches educational content, individualizes learning activities, and encourages independent inquiry in military-patriotic education.

3. A Pedagogical Model of Military-Patriotic Education Based on Artificial Intelligence

Within the framework of this study, a five-component pedagogical model is proposed for integrating artificial intelligence technologies into military-patriotic education.

The target component focuses on developing young people's loyalty to their homeland, historical awareness, civic responsibility, respect for national values, and independent thinking. This component defines the overall direction of pedagogical activities.

The content component encompasses national history, ancestral heritage, Uzbekistan's independence, the Constitution and civic duties, the value of peace, social responsibility, and information literacy. The content is selected according to learners' age characteristics and educational stages.

The technological component involves the use of adaptive learning platforms, intelligent virtual assistants, interactive tests, digital historical maps, multimedia materials, and educational resources created with artificial intelligence.

The organizational and methodological component ensures the integration of lessons, moral and educational sessions, extracurricular clubs, project work, discussions, visits to historical sites, and collaborative activities. Cooperation among educators, teachers of pre-conscription military training, class supervisors, parents, and relevant specialists is particularly important.

The diagnostic and assessment component involves evaluating educational outcomes according to predetermined criteria. It considers learners' knowledge, attitudes toward values, practical engagement, critical analysis of information, and self-assessment skills.

The model operates through the following sequence:

Defining objectives → selecting educational content → adapting artificial intelligence tools → organizing interactive activities → analyzing outcomes → pedagogical assessment → improving the system.

The scientific and methodological significance of this model lies in treating artificial intelligence not as an isolated technological tool but as an integrated element interconnected with pedagogical objectives, educational content, teaching methods, and outcomes. The educator retains the leading role in managing the

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process, determining its educational direction, and substantively evaluating the results.

4. Methodology for Organizing Educational Activities Using Artificial Intelligence

When implementing the proposed model, it is advisable to organize educational activities through a sequence of interconnected stages.

Stage One — Initial Diagnostics. Learners' knowledge of national history, patriotism, civic responsibility, and digital literacy is assessed. Tests, interviews, anonymous questionnaires, and short analytical assignments can be used for this purpose.

Stage Two — Preparation of Educational Content. The educator defines the objectives of the session and uses artificial intelligence to develop initial versions of questions, assignments, scenarios, and multimedia materials. These materials are then reviewed for historical accuracy, age appropriateness, and alignment with educational objectives.

Stage Three — Interactive Activities. Young people seek answers to problem-based questions, compare historical sources, participate in group projects, and justify their opinions with evidence. In this process, artificial intelligence is used not as the sole source of ready-made answers but as a tool that supports and organizes inquiry.

Stage Four — Reflection. At the end of the session, learners analyze the knowledge they have acquired and the conclusions they have drawn. Questions such as "How is civic responsibility toward one's homeland demonstrated?", "How can the reliability of historical information be established?", and "What ethical requirements should be observed when using digital technologies?" can be discussed.

Stage Five — Final Assessment and Improvement. The outcomes of the session are compared with the initial diagnostic results. Based on the difficulties identified, the content, methods, and assignments of subsequent sessions are revised.

This methodology makes it possible to organize the educational process systematically, ensure young people's active participation, and regularly analyze pedagogical outcomes.

5. Criteria for Assessing Pedagogical Effectiveness

When determining the effectiveness of military-patriotic education, it is necessary to consider not only young people's theoretical knowledge but also their attitudes, practical activities, and reflective skills.

The proposed assessment system includes the following criteria:

Assessment criterion Key indicators Diagnostic methods

Cognitive Knowledge of national history, ancestral heritage, and civic duties Tests, interviews, analytical assignments

Value and motivationAttitudes toward patriotism, appreciation of peace, and civic responsibility

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Questionnaires, reflection, pedagogical interviews

Activity-based Participation in educational projects, initiative, and teamwork Observation, project portfolios, practical assignments

Digital and information literacy Verification of information sources and critical analysis of AI-generated materials Practical tasks, source comparison

Reflective Ability to evaluate one's own activities and draw independent conclusions Self-assessment, written reflection

These criteria can be used to describe learners' levels of development. At the beginning level, learners partially understand the relevant concepts and require assistance with independent analysis. At the developing level, they demonstrate greater independence in applying knowledge, comparing sources, and justifying their opinions. At the advanced level, learners draw independent conclusions based on reliable sources, actively participate in educational projects, and demonstrate civic responsibility through practical activities.

These levels constitute a conceptual assessment proposal. To apply them in practice, it is necessary to develop diagnostic instruments, assessment scales, and procedures for interpreting the results in advance.

6. Challenges in Using Artificial Intelligence and Ways to Address Them

Integrating artificial intelligence technologies into the educational process requires consideration of several methodological and ethical issues.

The first challenge is information reliability. Generative artificial intelligence may provide inaccurate or incomplete information about historical events, dates, and individuals. Therefore, educators must verify generated materials against official documents, academic literature, and reliable historical sources.

The second challenge is excessive digitalization of the educational process. Qualities such as patriotism and civic responsibility cannot be developed through digital materials alone. They are reinforced through personal example, group activities, social experience, and practical behavior. Accordingly, artificial intelligence should complement traditional pedagogical methods.

The third challenge is the protection of personal data. Young people's personal information, photographs, and other identifying data should not be uploaded to publicly accessible platforms without appropriate safeguards. UNESCO's recommendations also emphasize data privacy, human-centered approaches, and age appropriateness when using generative artificial intelligence.

The fourth challenge is inequality in access to digital resources. Not all young people have equal access to the internet and modern devices. Therefore, offline materials, group activities, and alternative assignments should also be provided alongside digital tools.

The fifth challenge is the risk of limiting independent thinking. If young

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people become accustomed to completing all assignments using ready-made responses generated by artificial intelligence, their analytical thinking and ability to draw independent conclusions may not develop sufficiently. To prevent this, educators should use assignments that require learners to compare sources, verify evidence, analyze alternative viewpoints, and justify their own conclusions.

Therefore, the effectiveness of an artificial intelligence-based pedagogical system is determined not by the technology itself but by its integration with scientifically grounded methodology, ethical principles, and effective pedagogical supervision.

Results and Discussion

Based on the theoretical analysis and conceptual modeling, the following principal directions for integrating artificial intelligence technologies into military-patriotic education have been identified.

First, it has been established that digitalizing the educational process should not be limited to introducing technological innovations; rather, it should serve clearly defined pedagogical objectives. Materials generated with artificial intelligence should be designed to enrich young people's historical knowledge, encourage independent inquiry, and strengthen their participation in educational projects.

Second, a pedagogical model integrating target-oriented, content-related, technological, organizational-methodological, and diagnostic-assessment components has been proposed. The model makes it possible to view military-patriotic education not merely as a collection of separate activities but as a continuous process organized through interconnected stages.

Third, the possibilities of developing pedagogical assignments suited to learners' levels of knowledge and learning characteristics through individualized learning pathways have been identified. Pedagogical supervision, historical accuracy, and age appropriateness are essential conditions for implementing this approach.

Fourth, it has been proposed that educational effectiveness be assessed through a combination of cognitive, value-motivational, activity-based, digital-information, and reflective criteria. Such an approach helps prevent the evaluation of educational outcomes from being limited to theoretical knowledge or test scores.

Fifth, the need for empirical research to verify the practical effectiveness of the proposed model has been established. This requires forming experimental and comparison groups, conducting initial diagnostics, defining the content of the pedagogical intervention, and comparatively analyzing the final outcomes.

It should be emphasized that the findings presented in this article are based on theoretical analysis and conceptual modeling. They should not be interpreted as the results of actual experimental research. In subsequent studies, testing the proposed model in different educational

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institutions and evaluating its effectiveness using empirical evidence will be scientifically important.

Conclusion

Improving the pedagogical system of fostering a military-patriotic spirit among young people through artificial intelligence technologies is one of the relevant areas of contemporary education and upbringing. These technologies create new opportunities for acquiring historical knowledge, organizing interactive activities, developing individualized learning pathways, and encouraging young people's independent inquiry.

The study has led to the following conclusions:

1. Military-patriotic education should be organized as a continuous pedagogical process aimed at developing young people's loyalty to their homeland, historical awareness, respect for national values, and civic responsibility.

2. The use of artificial intelligence technologies makes it possible to enrich educational content and individualize pedagogical activities. However, effectiveness depends not on the mere availability of technology but on its purposeful and pedagogically appropriate application.

3. Applying a pedagogical model that integrates target-oriented, content-related, technological, organizational-methodological, and diagnostic-assessment components can help ensure the consistency and manageability of the educational process.

4. It is advisable to assess educational outcomes by combining cognitive, value-motivational, activity-based, digital-information, and reflective criteria.

5. When using artificial intelligence, priority should be given to information reliability, personal data protection, digital inclusion, age appropriateness, and pedagogical supervision.

6. Determining the practical effectiveness of the proposed pedagogical model requires experimental educational activities, the development of diagnostic instruments, and statistical analysis of the results.

In general, the primary purpose of integrating artificial intelligence technologies into military-patriotic education is not merely to teach young people how to use digital tools. Rather, it is to educate individuals who think independently, value their national history and cultural heritage, critically evaluate information, and understand their civic responsibilities toward their homeland. Developing a scientifically grounded pedagogical model in this field and validating it through practical experimentation can contribute to the improvement of the education and upbringing system.

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