

## **FORMATION OF A MODERN MODEL OF PATRIOTISM: FOREIGN EXPERIENCE AND NATIONAL APPROACH**

Talipov Khushnud Zafarovich

Assistant Teacher: Department of "National Idea,  
Foundations of Spirituality, and Legal Education",  
Andijan State Pedagogical Institute

### **Abstract**

This article analyzes the formation of a modern model of patriotism from an international comparative perspective. The characteristics, goals, content, and methods of patriotic education models implemented in China, Russia, the United States, and Singapore are examined. According to the research results, each state has formed a patriotism model corresponding to its historical, cultural, and political features. China emphasizes political identity and historical-cultural heritage, Russia prioritizes historical heroism and military-patriotic education, the United States focuses on civic participation and democratic values, while Singapore concentrates on multicultural integration and national identity formation. For Uzbekistan, the conceptual idea "The Homeland is Great, the Duty is Sacred!", a continuous education system, and the use of innovative pedagogical technologies are proposed as a national approach.

**Keywords:** Patriotism, modern model, national approach, foreign experience, comparative study, pedagogical technology, national identity, state policy.

### **Introduction**

In the modern era, due to globalization, the rapid development of information and communication technologies, and the rise of transnational ideologies, concepts such as national and cultural identity and patriotism are being reshaped in the human consciousness. In particular, educating the younger generation in the spirit of patriotism and shaping them into individuals with a strong civic stance, modern thinking, yet loyal to national values, has become a global challenge. The armed conflicts and confrontations occurring in various parts of the world, including our region, along with new threats and risks, present us with urgent and unavoidable tasks. It is precisely under these conditions that it is required to educate the youth of our country in the spirit of patriotism, including military-patriotism, and high spiritual and moral values, and to deeply instill in them the necessity of cherishing peace and harmony as the apple of one's eye.

The main objective of this research is to analyze foreign experience in shaping a modern model of patriotism and to scientifically substantiate a national approach suitable for the conditions of Uzbekistan.

The research utilized scientific-theoretical analysis, comparison, synthesis, generalization, a systematic approach, and historical-comparative methods. The scientific basis of the study was formed by contemporary research in the fields of pedagogy, sociology, political science, and international relations. Furthermore, government documents, curricula, academic research, and educational statistics from China, Russia, the USA, and Singapore were analyzed.

The study is based on Bereday's theoretical framework for comparative education, in which state models were compared across horizontal (state) and vertical (historical evolution) dimensions. **The comparative dimensions consist of the following:**

- Goal dimension: the different weights assigned to political identification, cultural heritage, and the cultivation of civic competence;
- Content dimension: the proportion of historical narrative, values education, and practical activities in lessons;
- Method dimension: the ratio of the use of lecture-based, experiential, and interactive learning.

An innovative feature of this study is that it approaches the formation of a modern model of patriotism from an international comparative perspective and analyzes the experience of countries with different political systems, cultural traditions, and social needs. While previously scholars typically studied the patriotic education of individual states, this study comprehensively examines their interaction, general trends, and national characteristics.

### **Body**

The root of the word "patriotism" is derived from the Greek word "pater," which means "fatherland." In the traditional interpretation, patriotism is understood as a spiritual, political principle and a social feeling of love for the Motherland, pride in its past and present. However, in the modern era, this concept has acquired a new meaning and essence.

### **Modern patriotism includes the following new components:**

- Harmonization of national identity with global consciousness - the responsibility of a citizen not only for his Motherland, but also for the future of all humanity;
- active civic position - not only readiness to defend the Motherland, but also active contribution to its development;
- Modernization of national values - adapting traditional values to modern conditions;
- Information literacy - immunity against information attacks and misinformation;
- environmental responsibility - protecting the Motherland not only from armed but also from environmental threats.

One of the renowned scholars of the European Union, Jürgen Habermas, analyzed the pedagogical philosophy of patriotic education in the context of globalization based on his communicative action theory. In Habermas's work "The Theory of Communicative Action" (1984), it is emphasized that social integration is realized through an individual's communicative competence, which allows for a reinterpretation of the pedagogical philosophy of patriotic education within the context of globalization.

Polish sociologist and philosopher Sigmund Bauman analyzed the pedagogical philosophy of patriotic education in the era of globalization based on his concept of "liquid modernity." Baumann's work "Liquid Modernity" (2000) emphasizes that in the context of globalization, socio-cultural identities are constantly in a state of change and ambiguity, which requires a revision of traditional structures of patriotic education. He interprets patriotism not as an individual's connection to the national-cultural environment, but as a process of personality identification adaptation in the fluid conditions of globalization.

The French philosopher Étienne Balibar analyzed the pedagogical philosophy of patriotic education in the era of globalization based on his concept of transnational citizenship. Balibar's "We, the People of Europe?" (2004) argues that in the context of globalization, patriotism is reinterpreted not as an individual's connection to the national state, but as a citizenship integrated with supranational structures such as the European Union.

In China, patriotic education in primary and secondary schools is carried out through subjects such as "Morality and Law" based on the "Program for the Implementation of Patriotic Education in the New Era". **The main features of the Chinese model are as follows:**

- Strengthening political identification - forming socialist core values, a sense of community among the Chinese people, and the "Chinese Dream";
- historical and cultural heritage - party history, national history, traditional culture, and national security education;
- Developing the spirit of collectivism - forming a sense of collective honor and responsibility in students;
- systemic and comprehensive approach - comprehensive education through textbooks, thematic activities, ritual education (flag-raising ceremony, red research trips), and other methods.

**The strengths of the Chinese model include:**

- systematicity: The content and methods of education are strictly controlled by the state and implemented systematically;
- comprehensive approach: Education continues not only at school but also through the family, the public, and the media;
- historical continuity: National history and traditions are passed down from generation to generation;
- practical activity: emotional identification is strengthened through experimental activities such as "Red Research Trips".

Russian patriotic education has traditional historical and military characteristics. His course "Fatherland Studies" focuses on teaching the Great Patriotic War, national heroes, and traditional Orthodox culture. Military summer camps and competitions on patriotic themes are used as practical forms.

**The main features of the Russian model are:**

- historical heroism and military-patriotic education - teaching the Great Patriotic War, national heroes, and military traditions;
- Cultural heritage - traditional Orthodox culture and Russian culture;
- Practical activities - military summer camps, competitions on patriotic themes;
- national pride - strengthening national pride and cultural confidence.

In the USA, patriotic education is integrated into the "Social Studies" curriculum system. Its main goal is to educate citizens with democratic values and civic responsibility. Typical practices include daily Pledge of Allegiance, constitutional education, and community service projects.

Snyder's research shows that feelings of patriotism in the United States are directly linked to preparation for military service and trust in the army. According to the results of the study, among

representatives of Gen Z who highly value patriotism, the probability of considering military service was 52%, while among those who do not consider patriotism important, this figure was only 30%.

In Singapore, the "National Education" program is the primary means of patriotic education. It aims to strengthen national identity through multinational integration. The course content includes the history of the formation of the state, common values (e.g., racial harmony, a sense of responsibility) and is deepened through experimental activities such as the "National Education Tour."

Lu Yuetong's research emphasizes that the "National Education" program is the primary tool in Singapore's primary and secondary school patriotic education. National identity is strengthened through multinational integration, the course content includes the history of the state's formation and common values, and educational effectiveness is deepened through experimental activities such as the "National Educational Journey."

### **Modern trends in patriotic education in all countries:**

- Use of information technologies - digital platforms, virtual reality and artificial intelligence;
- Interactive and experimental methods - project-based learning, simulations, and games;
- Increasing youth participation - involving young people themselves in organizing events;
- Harmonization of national identity with global consciousness - combining international skills and national values.
- Common issues:
- The impact of globalization - preservation of national values and traditions;
- Information attack - misinformation and disinformation;
- Changing interests of young people - loss of effectiveness of traditional methods;

Political instrumentalisation is the use of patriotism for political purposes.

Uzbekistan's national approach to patriotic education is based on its rich historical and cultural heritage. The main idea of the people of Uzbekistan on the path of national development is to build a free and prosperous Motherland, a free and prosperous life. This idea defines the essence and content of the ancient aspirations and creative activities of our people.

### **The national values of Uzbekistan are as follows:**

- The predominance of the spirit of collective living - the predominance of the spirit of collective living in the life of our people since ancient times;
- The sanctity of the concepts of family, neighborhood, and people - the sanctity of the concepts of family, neighborhood, and people, which are the symbols of the community;
- Love for the mother tongue is love for the mother tongue, which is the immortal spirit of the nation;
- Respect for elders and respect for the young - Respect for elders and respect for the young;
- Love and honesty - a symbol of love, beauty and elegance, eternity of life - respect for women;
- Patience and diligence - patience and diligence;
- Honesty and kindness - honesty, kindness.

As emphasized in the decrees and state documents of the President of the Republic of Uzbekistan, educating youth in the spirit of patriotism is considered one of the vital tasks of the national ideology. In this regard, instilling in young people a sense of respect for our great ancestors, a sense of pride in

them, and a deep understanding of their role in world history is an important factor in determining the future of our Motherland.

In the concept developed on the basis of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to increase the effectiveness of work on educating youth in the military-patriotic spirit," patriotic education is organized under the conceptual idea "The Motherland is great, duty is sacred!". **The main content and essence of this idea are as follows:**

- to instill in the younger generation a respectful attitude toward our great history and ancient values;
- raising the national spirit and pride;
- formation of qualities such as the need to preserve and protect priceless wealth - peace and tranquility;
- educating in the spirit of readiness to defend the country's sovereignty if necessary.

### **Conclusion**

Based on the results of this study, the following conclusions are drawn regarding the formation of a modern model of patriotism:

The concept of patriotism has acquired new meaning and substance in the modern era. In the context of globalization, information technology, and transnational processes, patriotism is being reinterpreted not only as a readiness to defend the Motherland, but also as a complex concept that encompasses the modernization of national values, the harmonization of national identity with a global consciousness, an active civic position, and environmental responsibility.

Overall, shaping a modern model of patriotism is a complex and long-term process that demands a scholarly approach, state policy, innovative technologies, and the active participation of the entire society. Only through such an approach is it possible to foster a generation with a strong national identity, high civic consciousness, and loyalty to the Motherland.

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