

Theoretical aspects of developing the professional competence of future pre-conscription military education teachers

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Abstract

Purpose: This study aims to analyze the theoretical foundations and practical aspects of developing the professional competence of future pre-conscription military education teachers in Uzbekistan. It focuses on integrating national values and spiritual-moral education into military-pedagogical training to meet modern defense and societal needs.

Research methodology: The research employed a qualitative conceptual approach supported by literature review, normative analysis, and comparative studies of domestic and international military didactics. It also involved analyzing national educational strategies and presidential decrees as the policy basis.

Results: The study revealed that developing professional competence requires structured integration of moral education, military-professional motivation, and innovative didactic methods. It identified gaps between graduate competencies and qualification demands, highlighting the need for restructured curricula, improved training mechanisms, and modern pedagogical tools.

Conclusions: The development of future military education teachers' competencies must be systematic, combining explicit and implicit learning models, aligned with national ideology and rapidly changing global challenges. A comprehensive approach improves not only educational outcomes but also students' readiness to serve the nation effectively.

Limitations: The study focused on theoretical and policy-level analysis without empirical data collection, which may limit generalization to other educational systems or institutions.

Contribution: This research contributes to educational theory by offering a model for integrating spiritual, professional, and practical training into military-pedagogical education, supporting national defense priorities and youth development in Uzbekistan.

Keywords: Curriculum Development, Defense Education, Military Education, Pedagogical Model, Pre-Conscription Training, Teacher Training

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1. Introduction

In the era of globalization and information disruption, higher education faces serious challenges in shaping the moral and ethical qualities of the younger generation (Kurbani, Novalia, & Nuarly, 2023). The growing threats of destructive ideologies and value conflicts demand that educational institutions strengthen their role in developing students' character to ensure moral resilience, high spiritual values, and the ability to maintain social stability. Hence, learning processes in universities must focus on

cultivating value-based attitudes and internalizing spiritual virtues within students' consciousness (Brown, Burton, Hallam, & Settle, 2021; Choo & Chua, 2023).

Particular attention should be given to pre-prescription military education, which plays a strategic role in preparing young individuals as disciplined, responsible, and nationally conscious citizens (Endi, Fanggidae, & Ndoen, 2023). This type of education is not limited to technical-military training but also serves as a platform for developing integrity and leadership (Tiimub et al., 2023). One of the main challenges is how to build the professional competence of future teachers in this field to meet the demands of modern society and rapid social transformation (Borodai, 2020; Taubaeva, Maxutova, & Shagiyev, 2021).

The government of Uzbekistan has laid out clear policy directions through medium- and long-term development strategies. Strengthening continuous education is a top priority, particularly in terms of character formation and capacity building for human resources in military education (Haryanto, Wibisono, Catrayasa, Ngaliman, & Indrawan, 2023). Building an education system that embraces tolerance, openness, and moral excellence is part of the national vision for development (Nugmanovna, 2021; Yakimovich, 2021). This situation presents significant opportunities for the professional development of future pre-prescription military education teachers who are not only technically proficient, but also socially aware, nationally minded, and pedagogically adaptive. To support this, an integrated and well-structured educational strategy is required, covering curriculum planning, teaching methodologies, and assessment systems that prioritize character quality and professional integrity (Kovtunenkov & Paramonov, 2020).

The rapid pace of social transformation and technological advancement today demands graduates who can think critically, solve problems independently, collaborate effectively, innovate, communicate well, and possess high levels information literacy. Therefore, higher education institutions must adopt integrated and contextualized learning approaches that align with societal needs and labor market demands. The integration of technology in teaching and learning has also become a key solution for improving the quality and effectiveness of education (Farias-Gaytan, Aguaded, & Ramirez-Montoya, 2023).

Developing a competency-based higher education system is essential for producing graduates who are ready to face global challenges and actively contribute to national development. This need also applies to prospective pre-prescription military education teachers, who are expected not only to master teaching materials but also to act as change agents and character mentors for secondary-level students (Egan, Clark III, & Connolly, 2024). A learning and professional development model that combines explicit learning (curriculum-based and formal content) with implicit learning (value-based, role modeling, and learning environment) is urgently needed. This approach can create a synergy among the cognitive, affective, and psychomotor domains within learners (Dian Wahyu P Soemarsono, 2025; Office, 2023).

Teacher training and development programs must be supported by strong institutional policies, adequate infrastructure, and visionary leadership. Training should not only focus on improving knowledge and technical skills but also on strengthening professionalism, social responsibility, and work ethics (Akinsola, 2025; Ashurova, 2025). Therefore, this study is of critical importance for analyzing the multifaceted process of developing the professional competence of prospective pre-prescription military education teachers. It seeks not only to identify the core components that constitute professional competence, such as pedagogical knowledge, ideological awareness, ethical integrity, and leadership capabilities, but also to understand the institutional mechanisms and instructional strategies that most effectively foster these attributes within the framework of military-oriented education. This research provides deeper insight into how future educators can be systematically prepared to meet the evolving expectations of national defense education and civil-military engagement.

In addition, this study explores the extent to which current education policies and curricular structures are responsive to the dynamic challenges of contemporary society, including rapid technological

advancement, shifting geopolitical contexts, and the growing demand for value-based leadership. Particular emphasis is placed on how educational policy formulation, curriculum development, and practical implementation can be holistically aligned to ensure coherence between educational goals and national strategic priorities. The findings are anticipated to make substantial contributions to the design of a more robust and forward-looking educational strategy. Such a strategy aims to cultivate a new generation of military educators who are not only professionally competent and ideologically grounded, but also ethically responsible, socially responsive, and capable of adapting to future complexities. Thus, this study reinforces the role of military education as a key pillar in fostering national resilience, unity, and sustainable development.

2. Literature review

The development of professional competence in future pre-conscription military education teachers is a vital aspect of national education priorities. It requires not only pedagogical mastery but also ethical integrity and civic responsibility (Sumbogo, Oktaria, Barusman, Defrizal, & Barusman, 2024). Educational programs should foster patriotism through structured approaches that are rooted in ideological values. This is particularly important in military education, where educators are expected to embody discipline and national consciousness. Consequently, teacher preparation must address both content mastery and the moral framework required for public service (Syafutra, 2024).

Professional competence has evolved into a multifaceted construct that encompasses cognitive, affective, and behavioral domains. It asserts that competence encompasses critical thinking, collaboration, and ethical decision-making. These elements are necessary for instructors to lead by example and address diverse educational needs. For military educators, additional competencies such as leadership, conflict resolution and resilience are indispensable. Such comprehensive competence helps educators influence students not only academically but also morally and socially (Маргарита, 2021).

Explicit and implicit learning approaches play a central role in developing these skills. It highlights that curriculum-based instruction must be complemented by role modeling and a conducive learning environment. Implicit learning reinforces the explicit curriculum through behavior modeling and cultural transmission. Instructors exemplifying national ideals and professional integrity contribute to student development beyond textbooks. This dual-mode strategy enhances character formation and supports long-term behavioral internalization among learners (Krylenko & Bohdan, 2024).

The national policy also supports this integrated approach. The Development Strategy of New Uzbekistan (2022–2026) outlines continuous education and character development as national priorities. This policy envisions educators as transformative agents who can adapt to modern challenges while upholding traditional value. It also emphasizes the need for a new educational paradigm grounded in spiritual integrity, civic duty and innovation. In this context, future military educators are positioned as key actors in the development of youth and national stability. Therefore, reforming teacher education is not only a pedagogical need but also a policy imperative.

Comparative studies from countries such as Israel and Finland provide useful insights. These countries have implemented military education programs that emphasize civic values, technological literacy and ethical instruction. Turdiev (2024) suggests that integrating scenario-based learning and leadership immersion significantly improves teacher readiness. Such practices allow pre-service educators to bridge theoretical knowledge and real-world applications. These findings underline the importance of contextual and practical learning models in teacher preparation (Revathi, 2010).

In Uzbekistan, local scholars (Rao & Slade, 2025) have explored how national narratives and civic responsibility can be embedded into curricula. Their research shows that value-based education strengthens professional identity and institutional loyalty. Embedding historical, ethical, and cultural elements into teacher training fosters a strong connection with national goals. These efforts are essential for producing educators who are not only competent but also deeply committed to serving the nation. Therefore, curriculum design must go beyond technical content and incorporate moral education.

Technological integration is another dimension that shapes competence development. It emphasizes that digital platforms and simulations enable educators to deliver dynamic and relevant instruction. These tools facilitate experiential learning and prepare students for uncertain environments in the real world. In military education, where realism and adaptability are crucial, technology enhances training efficiency and learner engagement. This shift toward digital fluency aligns with global educational transformation (Harefa, Titi, Hulu, & Novalia, 2024).

Reflective pedagogy and continuous assessment are essential in professional training. Advocates for self-evaluation methods that promote ethical awareness and instructional improvement. Such practices help educators align their teaching with societal expectations and students' needs. Regular feedback loops and mentoring systems further support the refinement of skills and professional growth. Institutions must invest in such mechanisms to maintain high standards of teacher preparation. However, a gap remains between academic training and its field application. Many programs emphasize theory over practice, leaving graduates underprepared for real-world challenges in the field. To address this, researchers have proposed dual-track systems that balance coursework with field internships and leadership projects. These approaches enhance adaptability, critical reflection, and problem-solving abilities. Aligning training with field realities ensures that educators remain effective and relevant (Nurkamto & Sarosa, 2020).

Institutional support plays a crucial role in sustaining competence after graduation. Without ongoing professional development and peer engagement, educators may experience stagnation. Support systems, such as in-service training, recognition schemes, and career pathways, are essential. They ensure that teachers remain motivated and continuously improve their skillsets. A well-supported teaching workforce is better positioned to contribute to national educational goals. Both intrinsic and extrinsic motivation are significant drivers of professional excellence. It should be noted that educators with a strong sense of civic mission tend to perform better and remain committed for longer. Incentives such as promotions, awards, and leadership roles foster motivation and job satisfaction. These factors should be integrated into educational strategies to maintain the morale of educators. Encouraging personal and professional fulfillment contributes to better educational outcomes (Lauermann, Karabenick, Carpenter, & Kuusinen, 2017).

In conclusion, developing professional competence among pre-conscription military education teachers requires a comprehensive and integrated approach. This includes curriculum innovation, value-based pedagogy, technological adoption and sustained institutional support. The literature supports the combination of explicit and implicit learning as a foundation for competence development. National policy, global best practices, and educational research all point to the need for holistic reforms in teacher education. These insights are critical for advancing the role of educators in national development and youth formation in the country.

3. Research methodology

This study adopted a qualitative conceptual methodology to thoroughly investigate the theoretical and practical dimensions of developing professional competence among future pre-conscription military education teachers in Uzbekistan. This approach was deliberately selected to enable a nuanced and in-depth examination of educational phenomena that are both complex and deeply embedded within the specific sociocultural and institutional contexts of the country. The foundation of this inquiry was a comprehensive and systematic literature review, which allowed for the critical synthesis of diverse academic perspectives on military pedagogy, the inculcation of national moral values, and the role of education in shaping individual character within a framework of patriotism.

Furthermore, the researcher conducted a normative policy analysis focusing on the national legislative landscape governing education, most notably *Presidential Decree No. DP-60 of 2022*, which outlines the *Development Strategy of New Uzbekistan for 2022–2026*. This document serves as a cornerstone policy, emphasizing the construction of a cohesive and continuous educational system rooted in ethical, spiritual, and civic values (Alikulovich & Tulkinova, 2023). Through this analysis, this study aligns its

theoretical inquiry with state-led strategic priorities aimed at national development and ideological integrity.

To broaden the analytical scope, comparative studies of both domestic and international military didactics were conducted. These comparisons facilitated the identification of curricular gaps and pedagogical innovations across various geopolitical and institutional contexts. This enabled the extraction of adaptable best practices and pedagogical models that may enhance Uzbekistan's military teacher-training frameworks. In this regard, the conceptual contributions of (Nurkamto & Sarosa, 2020), particularly their research on patriotic education and the cultivation of professional creative competence, were instrumental in shaping the study's conceptual model.

Thus, the methodological orientation of this research is multidisciplinary and intertextual, drawing from the intersecting domains of educational theory, policy analysis, military pedagogy, and ethical philosophy. It integrates both theoretical perspectives and empirical reflections anchored in national identity, spiritual development, and pedagogical excellence—elements that are central to Uzbekistan's evolving education system (Alikulovich & Tulkinova, 2023; Tolibovich, 2025).

4. Result and discussion

The growing attention given by educators to the development of professional competencies among future pre-conscription military education teachers reflects an evolving recognition of the critical need to shape youth with strong moral and ethical foundations. This concern is not incidental but arises from the realization that character development is central to national identity and its stability. In the current phase of national cultural advancement, it is crucial to align pedagogical approaches—both implicit and explicit—with scientifically grounded frameworks of normative and motivational standards, which together generate meaningful educational outcomes.

The term implicit, derived from the Latin *implicitus* (meaning "embedded," "implied," or "not directly stated"), refers to unconscious learning. These processes occur without the explicit awareness or intention of the learner and are detached from deliberate knowledge acquisition. In contrast, explicit learning involves conscious and structured engagement with instructional content. When these two approaches are harmonized within a moral education framework, they contribute significantly to developing civic consciousness, democratic values, and legal culture among students. In Uzbekistan, the simultaneous implementation of these strategies plays a pivotal role in strengthening the foundations of democratic civil society (Tolibovich, 2025).

In this pedagogical context, the concept of "implementation" denotes a deliberate and structured process of embedding moral norms into national education. This integration occurs through learning activities and social experiences that strictly adhere to well-defined educational goals and values. This process is intimately linked to the learner's worldview, moral perspective, and ideological convictions, fostering a sense of civic duty. As (Мапрапита, 2021)) asserts, a nation's development is inseparable from the moral and spiritual maturity of its citizens. Historical evidence suggests that the absence of these traits has led to the collapse of civilizations. She emphasizes that "the spirituality of a society encompasses its collective beliefs, moral standards, experiential wisdom, and skills, all of which are reflected in people's actions and decisions. Therefore, conscious moral development is the driving force behind societal progress" (Alikulovich & Tulkinova, 2023).

This aligns with President Shavkat Mirziyoyev's vision for New Uzbekistan, which is framed as a transformative era rooted in ideological and spiritual revitalization. The Development Strategy of New Uzbekistan 2022–2026 calls for the systematic cultivation of youth leadership through the development of ethical reasoning, critical thinking, and moral fortitude (Alikulovich & Tulkinova, 2023). Future military educators are expected to possess leadership skills, a collaborative spirit, resilience, technological adaptability, an entrepreneurial mindset, and analytical acumen. These attributes are essential for individuals entrusted with preparing the next generation of national defenders.

The development of these competencies cannot occur in a vacuum and must be supported by a coherent and dynamic pedagogical process. Any disruption or fragmentation of this process compromises its effectiveness. Pedagogical literature indicates that student development is a function of both objective realities, such as institutional resources, and subjective social dynamics, including emotional and cultural factors, that interact within educational environments. These factors collectively shape a learner's internal resources and professional identity (Revathi, 2010; Tolibovich, 2025).

Through a comprehensive analysis of normative documents and academic sources, this study develops a refined understanding of "professional competence" as the integration of knowledge, skills, values, and attitudes that allow an individual to meet the specific demands of their role. In the case of pre-conscription military education, this includes not only pedagogical and methodological proficiency but also alignment with national defense objectives and ideological education. Therefore, the curriculum must be structured to develop motivation, align instructional strategies with national goals, and equip educators with modern tools and methods that meet both local and global standards.

The findings underscore the importance of benchmarking against international pedagogical frameworks to ensure relevance and quality of the training. There is a pressing need to train educators who are not only professionally capable but also deeply committed to students' moral and civic development. This objective is especially urgent given Uzbekistan's broader goals of achieving sustainable development through institutional integrity, the rule of law, and a socially cohesive citizenry.

Ongoing reforms aimed at enhancing national security and public order further reinforce the need for a dual emphasis: strengthening military and technical preparedness while simultaneously cultivating a high level of patriotism and civic consciousness among students in civilian higher education institutions. These students, as the intellectual elite of the nation, must be prepared to defend and uphold the values of the republic in all sectors. Therefore, educational strategies must be recalibrated to strengthen students' military-professional motivation by integrating both cognitive and affective learning models.

Uzbekistan's defense strategy is increasingly based on an integrated system that includes political, economic, technical, moral, and military capabilities. The effectiveness of this system depends on the coherence among constitutional mandates, government institutions, civil society actors, and citizens. Developing scientifically sound and contextually responsive training models for future educators is not merely desirable but essential for the country's long-term resilience and national unity.

However, the research identifies a mismatch between current educational outcomes and the evolving demands of military-political reality. Discrepancies between graduates' competencies and the required qualifications, along with gaps in training infrastructure and instructional strategies, hinder the realization of educational objectives. The study found that enhancing intrinsic motivation and developing a targeted competency model are critical for addressing these challenges.

To meet these demands, it is vital to nurture students who are not only well-versed in theoretical knowledge but also possess the practical skills and moral vision necessary for serving the nation. Higher-education institutions must invest in the professional development of instructors with both pedagogical expertise and comprehensive knowledge of military history and doctrine. Furthermore, the integration of information and communication technologies (ICT), coupled with the adoption of global best practices, will significantly contribute to building a future-ready and ideologically grounded military education system aligned with the aspirations of New Uzbekistan.

5. Conclusion

In conclusion, the comparative analysis of domestic and international experiences in developing the professional competence of future pre-conscription military education teachers reveals a clear and urgent need for systemic transformation in the field. The findings demonstrate that many countries have moved toward innovative military didactics that incorporate both explicit and implicit instructional models, aligning them with broader national and global challenges. Such approaches have proven effective in preparing educators to meet new societal demands with resilience, strategic thinking, and

strong ethical grounding. This study affirms that Uzbekistan must adopt a proactive and integrated approach. The development of a robust and forward-looking military education system must begin with designing pedagogical models that are responsive to contemporary challenges. These models should not only focus on content delivery, but also incorporate modern techniques such as extrapolation and interpolation in teaching strategies, thereby enhancing the capacity of future educators to anticipate and navigate complexity.

Moreover, integrating moral education, leadership development, and national ideological principles into the military pedagogical process is essential. This enables the formation of well-rounded professionals capable of instilling patriotism, discipline, and civic responsibility in students. The analysis of field realities and institutional efforts further underscores the pressing need to bridge the existing gap between educational outcomes and professional expectations. Particular attention must be paid to fostering military-professional motivation among students, given their central role in shaping the nation's future security and civic structure. Therefore, improving the quality of military-pedagogical training involves not only curriculum reform and technological modernization but also a shift in educational philosophy—one that views educators as nation-builders. The use of modern tools, active learning methodologies, and value-based instruction must be intensified to prepare students to defend and contribute to national progress.

Ultimately, the future of military education in Uzbekistan depends on a comprehensive and innovative vision. One that merges local values with global best practices and prioritizes both professional rigor and ethical development. By embracing such a strategy, the education system will not only respond to current challenges but also anticipate future ones, equipping students to serve the nation with competence, integrity, and honor.

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