

PSYCHOLOGICAL APPROACHES TO FOSTERING POSITIVE ATTITUDES TOWARD MILITARY SERVICE AMONG YOUTH

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Abstract: This article theoretically examines the psychological characteristics involved in shaping young people's attitudes toward military service. The study analyzes the influence of motivational factors, social perceptions, national pride, and personal values on attitudes toward military service. It also highlights the importance of education, mass media, and psychological training in strengthening patriotic consciousness and fostering positive attitudes toward military service among young people.

Keywords: youth, military service, psychological characteristics, motivation, patriotism, social adaptation, personal development, military duty, national values.

Аннотация: В статье теоретически исследуются психологические особенности формирования отношения молодёжи к военной службе. Анализируется влияние мотивационных факторов, социальных установок, национальной гордости и личностных ценностей на отношение к военной службе.

Ключевые слова: молодежь, военная служба, психологические особенности, мотивация, патриотизм.

Annotatsiya: Ushbu maqolada yoshlarning harbiy xizmatga bo'lgan munosabatini shakllantirish jarayonining psixologik xususiyatlari nazariy jihatdan yoritilgan.

Kalit so'zlar: yoshlar, harbiy xizmat, psixologik xususiyatlar, motivatsiya, vatanparvarlik, ijtimoiy moslashuv.

Introduction. Young people's attitudes toward military service constitute a significant factor in ensuring the defense capability of any society. As stipulated in the Law of the Republic of Uzbekistan "On Universal Military Obligation and Military Service," every citizen's fulfillment of their duty to the Motherland requires not only legal compliance but also psychological preparedness. From a psychological

perspective, young people's attitudes toward military service are determined by several factors, including motivational needs, social values, national pride, anxiety levels, and family upbringing. Previous studies (Maslow, 1954; Deci & Ryan, 2000) emphasize that human behavior is driven by both intrinsic and extrinsic motivation. Likewise, social psychologists have highlighted the strong influence of mass media and the social environment on young people's decision-making processes (Bandura, 1977). The purpose of this article is to provide a theoretical analysis of the psychological characteristics involved in shaping young people's attitudes toward military service and to identify the principal factors influencing this process.

Literature Review and Methodology. This study has a theoretical and analytical nature and examines the psychological characteristics involved in shaping young people's attitudes toward military service based on scientific literature.

Erikson's theory of psychosocial development, particularly the stages of Identity vs. Role Confusion (12–18 years) and Intimacy vs. Isolation (18–35 years), explains the challenges young people encounter in understanding concepts such as patriotism, duty, responsibility, and social roles. Military service may therefore be interpreted as an entry into adulthood, a test of manhood, and a civic obligation. From this perspective, explaining military service in accordance with individuals' developmental stages represents an effective psychological approach.

According to Bandura (1977), individuals acquire behaviors and attitudes by observing role models in their environment. Likewise, positive attitudes toward military service are more likely to develop when young people are surrounded by positive military role models, such as heroic soldiers, distinguished officers, and family members with military experience. Therefore, promoting positive military images through the media, educational institutions, and family environments serves as an effective psychological tool.

The study employed the following methodological foundations and research methods. The research was designed as a theoretical review and conceptual analysis. It aimed to systematize existing approaches based on fundamental theories in psychology, pedagogy, and military sociology.

The following sources were selected for analysis:

1. Scientific articles indexed in Scopus, Google Scholar, and the Higher Attestation Commission (OAK) database;
2. Monographs and textbooks by domestic and international scholars;
3. Legal and regulatory documents, including the laws of the Republic of Uzbekistan and resolutions of the Cabinet of Ministers;
4. Psychological theories related to motivation, personality development, and social learning.

More than 40 scientific sources were reviewed, of which 20 were selected as the primary objects of analysis.

The following scientific methods were applied during the research:

5. Comparative analysis – comparing domestic and international experiences regarding young people's attitudes toward military service.
6. Content analysis – identifying and systematizing key concepts used in psychological and pedagogical literature, including motivation, patriotism, and anxiety.
7. Systems approach – examining the interrelationships among motivational, cognitive, and social factors.
8. Deductive and inductive analysis – drawing conclusions about the individual psychological characteristics of young people based on general theoretical frameworks.
9. Purposive sampling – selecting theoretical literature specifically related to attitudes toward military service.

The analysis was based on the following theoretical models:

10. Maslow's Hierarchy of Needs Theory (mechanisms of intrinsic motivation);
11. Deci and Ryan's Self-Determination Theory (analysis of intrinsic and extrinsic motivation);
12. Bandura's Social Learning Theory (the influence of the social environment on youth attitudes);

13. Vygotsky's Cultural-Historical Approach (the role of national values and education in personality development).

International experience was also taken into consideration. For example, studies conducted in the United States, Russia, and South Korea have demonstrated the importance of psychological preparedness in shaping attitudes toward military service. These findings were compared with the local context to identify distinctive features and to develop a conceptual model.

Results of the Theoretical Analysis. The theoretical analysis identified several psychological characteristics and factors that contribute to shaping young people's attitudes toward military service. These findings can be summarized as follows:

Intrinsic Motivation, Patriotism, national pride, and the desire for personal development contribute significantly to fostering positive attitudes toward military service.

Extrinsic Motivation, Material incentives (salary and social benefits), social status, and parental influence were identified as important factors shaping attitudes toward military service.

Emotional and Psychological Factors, Many young people experience fear and anxiety while preparing for military service, primarily related to physical challenges and health concerns.

Nevertheless, positive emotions such as pride, a sense of responsibility, and feelings of belonging to a group facilitate the acceptance of military service.

Socio-Psychological Factors, The influence of society and mass media: Images presented through social media, films, and advertising significantly affect young people's perceptions of military service. The influence of family and peers: Young people whose family members and close friends hold positive views of military service generally demonstrate stronger motivation to serve.

Level of Psychological Preparedness, Young people with higher levels of stress resilience and self-regulation skills tend to have more positive attitudes toward military service; Conversely, individuals with lower levels of psychological preparedness are more likely to experience fear and resistance toward military service.

Motivational component (intrinsic and extrinsic factors);

Emotional component (fear, pride, and anxiety);

Social component (family, friends, and mass media);

Cognitive component (knowledge and perceptions of military service).

These components are interrelated, and the absence or weakness of any one of them may hinder the development of a positive attitude toward military service.

Conclusion. The findings of this study indicate that shaping young people's attitudes toward military service is a complex psychological process. This process is influenced by several key factors: Motivational factors – Both intrinsic motivation (love for the Motherland, national pride, and the desire to fulfill one's civic duty) and extrinsic motivation (financial incentives and social status) are among the most important determinants of young people's attitudes toward military service; Emotional and psychological factors – Reducing fear and anxiety while enhancing feelings of pride and responsibility contributes to the development of positive attitudes toward military service; The influence of the social environment and mass media – Positive social role models and effective public awareness campaigns play a decisive role in increasing young people's appreciation of the importance of military service; Psychological preparedness – Developing stress resilience, willpower, and self-regulation skills psychologically prepares young people for military service and enhances their readiness to perform their civic responsibilities.

Based on these findings, the following practical recommendations are proposed to foster positive attitudes toward military service among young people:

14. Strengthen patriotic education within the educational system by organizing psychological training programs and motivational activities.
15. Develop media content that highlights the positive aspects and social significance of military service.
16. Improve psychological support systems, particularly by designing stress-reduction programs for young people preparing for compulsory military service.

In conclusion, fostering positive attitudes toward military service among young people requires not only legal and physical preparation but also a comprehensive psychological approach. This process is closely associated with motivation, emotional preparedness, social support, and effective information and communication strategies.

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