

GENDER IDENTITY OF MILITARY SERVICE AND THE PROBLEM OF PATRIOTISM

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Abstract

The article is devoted to the analysis of the relationship between gender identity and patriotism in the context of military service. The article examines the socio-legal and cultural aspects of the formation of patriotic values among military personnel, taking into account gender characteristics. Men and women in the army, as well as the influence of gender stereotypes on military identity pay particular attention to the problems of perception of patriotism. Based on a comparative analysis of domestic and foreign experience, the author substantiates the need for an integrated approach to the education of patriotism in a legal, democratic and social state.

Introduction

Topicality

In modern conditions of strengthening statehood and ensuring national security, military service remains a key institution of patriotic education. However, traditional ideas about the roles of men and women in the army are gradually changing. The involvement of women in the military, the development of the principles of equality and human rights require a new understanding of patriotism through the prism of gender identity. The relevance of the topic is due to the need to form a legal culture in which patriotism is considered as a universal value, free from gender stereotypes, and serves as a factor in the consolidation of society.

Military service is considered to be one of the most important strategic spheres of society, which requires a high level of professional training, spiritual stability and patriotic attitude from servicemen. In particular, the active participation of women in the military system makes this problem even more complex and at the same time relevant. After all, in their professional activity, patriotism manifests itself not only as a common spiritual and moral task, but also in close connection with their socio-gender roles in the military system. Society. The concept of "gender identity" and its interpretations in sociology and psychology.

Gender identity is a person's awareness of his/her belonging to a certain sex and the formation of stable social and personal characteristics on this basis. Unlike biological sex, gender reflects socio-cultural norms, expectations and roles assigned to men and women in society.

In psychology (R. Stoller, S. Bem, J. Butler), gender identity is considered as a result of socialization, where a person assimilates patterns of behavior characteristic of the "masculine" or "feminine" principle.

In sociology (P. Bourdieu, E. Giddens, N. Connell), the emphasis is placed on the fact that gender differences are formed by social institutions (family, school, army, state) and are reproduced through the practices of power, language, and culture.

Thus, gender identity is a dynamic construct that can change under the influence of historical, cultural and political factors. In military service, it is formed especially intensively, since the army is a space of strict discipline, symbolism and role expectations.

Patriotism as a socio-political and cultural category

Patriotism is traditionally understood as a feeling of love and devotion to one's Motherland, readiness to act for its benefit and protection. However, in modern scientific discourse, this is a multi-layered category:

Socio-political aspect: patriotism is associated with civic identity, a sense of belonging to the nation and the state, readiness to fulfill the duties of a citizen, including military duty.

Cultural aspect: patriotism includes respect for the language, traditions, historical memory and symbols of the Motherland.

Legal aspect: in a state governed by the rule of law, patriotism is inconceivable without respect for the law, human rights, and democratic institutions.

Modern researchers (B. Anderson, E. Smith, J. Habermas) emphasize that patriotism has ceased to be reduced exclusively to military sacrifice; It is also expressed through active participation in the life of society, responsibility for its development and solidarity of citizens.

The Influence of Gender Stereotypes on the Perception of Military Service

Military service has historically been considered as a "male" sphere, which has given rise to a number of stable stereotypes:

- a man is a defender of the Motherland, a warrior ready for self-sacrifice;
- A woman is the keeper of the hearth, a mother, a "rear support", but not a participant in hostilities.

These stereotypes continue to influence the public perception of female servicemen: they often have to prove their professional worthiness in the conditions of the "masculine culture" of the army.

However, in the conditions of modern society, the situation is gradually changing:

- women are increasingly involved in peacekeeping missions, service in the armed forces, and military management;
- gender equality is seen as an indicator of the democratization of the State;

- Women's patriotism is manifested not only in traditional "rear" roles, but also in their readiness to carry out military duty on an equal basis with men.

Thus, the destruction of gender stereotypes in the army contributes to a broader understanding of patriotism as a universal value that unites men and women.

Let us consider the psychological and pedagogical features of patriotism of military personnel. National experience: In the works of Uzbek researchers - Temirova U.S., Akhrorov S., Zoirov K. - attention is paid to the issues of improving the social status, professional effectiveness and spiritual and pedagogical education of military personnel.

According to N. Makhmudov, the educational impact of a woman's personality is often more effective than official institutional methods. This situation is also reflected in military service. Female servicemen are emotionally stable and responsible, during their service they feel not only personal, but also family and social duty, and in collective relations they rely more on the principles of kindness, cooperation and consultation. In this regard, their sense of patriotism is manifested in an inextricable link with social responsibility, the fate of the family and future generations.

The spiritual and moral image of the personality of military personnel, in particular, the sense of patriotism, is one of the main psychological and pedagogical factors that determine the effectiveness of their professional activities. This process is formed not only under the influence of the military education system, but also national values, family environment and gender relations in society.

If we talk about psychological characteristics, then the sense of patriotism among female servicemen is manifested in the harmony of spiritual training, personal motivation and social roles. Researcher P. Korchemni believes that the effectiveness of military service largely depends on the mental stability and willpower of the individual. For women, this factor is closely related to the sense of national and family duty. In her dissertation, Temirova Umida Sodykjonovna emphasizes that the educational impact on female servicemen is often more effective than the official methods of education. This emotionally strengthens their responsibility in the process of service. As shown in the studies of J. According to Feigley and R. French, national pride and the desire for social equality among female servicemen are among the main factors that arouse patriotic feelings. French's work is covered in Chapter 2 "Nationalism and Women's Participation in the Military" and Chapter 3 "Equality, Patriotism and Women in Uniform". The dissertation expresses a dissenting opinion: the desire for national pride and social equality gave a powerful spiritual impetus to women's entry into military service; Patriotic feelings were more often combined with the struggle for equality and legal status.

Pedagogical features: pedagogical aspects of patriotism of female servicemen are manifested in the process of their training and upbringing, as well as in their service activities. The Nature of Example and Role Model: Domestic researcher N. Makhmudov emphasizes that the educational influence of a woman's personality is often more effective

than official methods of education. It is in this sense that female servicemen become models for the younger generation in society.

Education based on national and universal values: In the works of S. Akhrorov and R. Samarov, reliance on national ideas and spiritual heritage in the system of military education is assessed as the main pedagogical mechanism for the formation of patriotic feelings.

As Riley's research emphasizes, women's participation in the military system contributes not only to gender equality, but also to national pride and social cohesion.

The sense of patriotism among female servicemen is manifested in the harmony of the following social and personal factors: a sense of personal honor and duty, connection with family and social environment, responsibility to the service collective, national pride and harmony with the fate of the common Motherland. In his foreign experience, S. Huntington, highlighting the socio-institutional characteristics of military service, also emphasizes the role of military women in society. Samuel P. Huntington's famous book, *The Soldier and the State: The Theory and Politics of Civil-Military Relations*, focuses on the institutional and professional characteristics of military service. The role of female military personnel in society is mentioned in a general way, when analyzing the social structure of military service, its interaction with society and the impact of military service as an institution on the civilian system. Thus, the issue of female servicemen is analyzed by Huntington not as an independent theoretical direction, but within the framework of the socio-institutional nature of military service.

Source Analysis

The analysis shows that researchers consider the problem of patriotism and gender identity in military service from different points of view:

Since the issues of patriotism and gender identity in military service have been considered by various scientific schools and researchers.

If you look at the researchers of Uzbekistan and Central Asia, in the works of U.S. Temirova, S. Akhrorov, K. Zoirov and R. Samarov, patriotism is studied as the most important spiritual and moral factor in the professional training of military personnel. The authors emphasize that the participation of women in the army requires special attention to their social and pedagogical functions. N. Makhmudov focuses on the educational influence of women, which often turns out to be more effective than formal institutional methods. Uzbek science is dominated by an approach focused on education through national values, spiritual heritage and social roles.

Russia and CIS countries. Russian researchers, such as E. Stepanova, E. Tarkhanova, N. Lebedeva, analyze the gender characteristics of military service through the prism of military psychology and sociology. The main emphasis is on psychological stability, professional socialization and changing the traditional roles of men and women in the

army. A. Voronina considers gender as a socio-cultural factor that affects the participation of women in military service.

Western researchers. Foreign scholars are taking a broader institutional and feminist approach. S. Huntington in his classic work "The Soldier and the State" (1957) analyzes military service as a social institution that affects statehood, although gender aspects are considered indirectly. Cynthia Enloe and Carol Cohn examine women's participation in the military in the context of feminist theory and international security. J. Feigley and R. French distinguish the combination of patriotism with the struggle of women for equality and legal status. D. Riley shows that the participation of women in the military system strengthens not only gender equality, but also national consolidation.

An analysis of sources shows that in Russian science the emphasis is placed on the spiritual, moral and pedagogical aspects of patriotism, while in foreign studies institutional and gender-feminist approaches prevail. This creates an opportunity for a comprehensive study that combines national values with modern theories of equality and human rights.

Thus, J. Feigley and R. French analyze the relationship between patriotism, national pride and women's struggle for equality in the army. They note that women's patriotic feelings are often intertwined with their desire for social and legal recognition.

N. Enlo and M. As in Riley's research, they emphasize that the participation of women in the military increases not only the level of gender equality, but also national cohesion.

S. Huntington in his classic work "The Soldier and the State" considers military service as a social institution that affects civil society, although gender issues are indirectly revealed in his work.

Comparative approach: In domestic and foreign studies, there is a difference in emphasis: Uzbek authors focus on the spiritual, moral and pedagogical education of military personnel, while foreign authors focus on the institutional and social aspects of gender equality and national identity.

Thus, the sources allow us to comprehensively consider the problem of patriotism in military service, identify differences in approaches and show that gender identity is becoming an important factor in the formation of patriotic values in the army. The study of gender identity in military service and patriotism is associated with the intersection of sociology, political science, psychology and law. Traditionally, military service was perceived as a predominantly male sphere, where patriotism was expressed through readiness to defend the Fatherland. However, since the end of the 20th century and especially in the 21st century, the participation of women in the army has become not only a social necessity, but also an indicator of democratic transformations of society.

Modern researchers (S.Y. Rumyantseva, N.L. Pushkareva, I.A. Kravchenko and others) emphasize that the gender identity of military personnel is formed in the conditions of a specific military culture, where discipline, hierarchy and symbolism of patriotism play an important role. At the same time, women face a double challenge: the need to prove their

professional competence and at the same time maintain social expectations associated with their gender role.

The problem of patriotism in military service also acquires new shades. If earlier patriotism was understood mainly as military duty and sacrifice in the name of the Motherland, today it is closely related to the values of the rule of law: respect for the law, human rights, and social justice.

Thus, gender identity in the army becomes a kind of indicator of the level of democratization of society, and patriotism is a factor in the consolidation of both men and women around the ideas of protecting national interests and legal values.

Conclusion

Thus, the gender identity of military service is closely related to the problem of patriotism, since it is in the army that the readiness of the individual for self-sacrifice, discipline and service to the Motherland is most clearly manifested. The analysis showed that patriotism of men and women has both general and specific forms of expression associated with social expectations and cultural norms. In the context of building a legal and democratic state, it is necessary to take into account the gender aspect in the development of programs of patriotic education. This will harmonize social relations, strengthen the value of serving the Fatherland and raise the level of legal culture of young people.

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