

## MECHANISMS FOR PROFESSIONAL TRAINING BASED ON THE DEVELOPMENT OF ACADEMIC MOTIVATION IN PRE-CONSCRIPTION MILITARY EDUCATION

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**Abstract.** This article explores pedagogical mechanisms designed to enhance the professional training of students enrolled in pre-conscription military education. A central thesis of the study is that technical proficiency and physical readiness are directly sustained by a student's underlying academic motivation. The author identifies and analyzes key structural mechanisms, specifically psychological-pedagogical, simulation-experiential, and value-orientation mechanisms that transform passive compliance into active, self-directed learning. By aligning academic curricula with real-world tactical and defense relevance, educational institutions can foster a higher level of psychological and professional readiness before students enter active military service.


**Keywords:** Pre-conscription education, academic motivation, professional training, military students, pedagogical mechanisms, defense readiness.

Training young citizens for military service involves more than just physical drill and rote memorization of field manuals. Effective pre-conscription military education serves as a bridge between civilian life and the rigid demands of national defense. However, instructors often face a common hurdle: passive student participation, where learners fulfill tasks merely to avoid negative marks rather than to master the material.

To bridge this gap, institutions must shift their focus toward **academic motivation** – the internal drive that compels a student to learn, achieve, and excel conceptually. Building strong academic motivation requires structural mechanisms that systematically connect classroom theory with the realities of modern military duties.

Particular attention should be given to pre-conscription 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; Xakimovich, 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 (Kovtunenکو & 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).

Professional training achieves its highest efficiency when a student understands *why* a piece of information matters. Three primary mechanisms drive this cognitive transformation:

### **1. The Value-Orientation Mechanism**

Before a student can be motivated to learn tactical strategies or military topology, they must internalize the civic and professional value of the subject.

- Instructors move away from abstract lecturing and instead present material through historical context, case studies of contemporary defense, and clear demonstrations of how personal expertise affects collective security.
- The learning objective shifts from a short-term academic requirement ("passing the test") to a long-term civic duty ("preparing to protect").

### **2. The Psychological-Pedagogical Support Mechanism**

Pre-prescription students frequently experience underlying anxiety regarding upcoming military service. Left unaddressed, this anxiety manifests as academic disengagement.

- This mechanism builds structured feedback loops, peer leadership opportunities, and incremental challenge levels. By celebrating small tactical or



technical milestones, educators build a student's *self-efficacy*—their belief in their own capability to perform under pressure.

- Increased confidence in the classroom naturally translates to a proactive desire to master increasingly complex military disciplines.

### 3. The Simulation-Experiential Mechanism

Adult learning theories indicate that motivation spikes during applied practice. In pre-conscription training, theoretical knowledge must quickly meet hands-on simulation.

- Incorporating tactical simulation games, first-aid drills, orienteering challenges, and command-role simulations. When students face a simulated crisis, they immediately realize the gaps in their academic knowledge.
- The simulation creates an organic "need to know," driving students back to their academic coursework with renewed focus and curiosity.

#### Structural Impact on Professional Competencies

When these mechanisms are aligned, the development of academic motivation alters the student's learning trajectory across three distinct levels:

Motivation Level	Student Behavior	Training Outcome
External (Low)	Complies with minimum requirements; avoids reprimand.	Fragile skill retention; high stress during actual service.
Identified (Medium)	Recognizes the utility of training for personal growth or future career.	Reliable performance; standard skill acquisition.
Intrinsic (High)	Deeply engaged; actively seeks out extra knowledge and tactical mastery.	Accelerated competence; leadership potential before conscription.

Professional readiness is not merely an accumulation of physical habits; it is a cognitive state. A pre-conscription student who is academically motivated to understand ballistics, military law, and tactical communication will adapt to active duty significantly faster than a student trained purely through repetitive conditioning.

The professional training of pre-conscription students cannot rely entirely on disciplinary pressure. By building specific pedagogical mechanisms that foster intrinsic and identified academic motivation, educational institutions can cultivate a generation of conscripts who enter service not as passive trainees, but as self-directed, capable defenders. The future of defense readiness begins in the classroom, fueled by an engineered desire to learn.





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