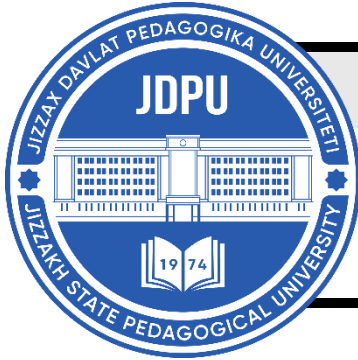


**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**EFFECTIVENESS OF THE MODERNIZED IDEOLOGICAL
EDUCATION SYSTEM ON MILITARY READINESS AND PERSONNEL
CAPABILITIES*****Ulugbek Dusmatov****independent researcher**T. N. Kari Niyazi named after pedagogical sciences of Uzbekistan scientific research Karakalpak branch of the Institute
Nukus, Uzbekistan***ABOUT ARTICLE**

Key words: ideological, education, system, commitment, military, readiness, capability, modernization.

Received: 08.10.24

Accepted: 10.10.24

Published: 12.10.24

Abstract: This article centers on the quantitative evaluation of the modernized ideological education system in the Armed Forces of the Republic of Uzbekistan and its influence on military readiness and personnel capabilities. The article aims to investigate how specific quantitative indicators serve as markers of the system's efficacy in readying military personnel for contemporary challenges. In the article, quantitative metrics as a crucial role in objectively assessing the overall effectiveness of the modernized ideological education system within the Armed Forces of Uzbekistan have been described.

INTRODUCTION: Quantitative measures associated with educational attainment, such as completion rates, grades, and certifications, provide a fundamental insight into the extent to which military personnel engage with and successfully complete the modernized ideological education programs. Research by Miller et al. [8] suggests a correlation between higher educational attainment and enhanced task performance and adaptability. Metrics focused on the evaluation of training programs, including pre and post-training assessments, offer insights into the effectiveness of the modernized ideological education system. Studies by Chang and Wang [9] stress the importance of assessing the knowledge gained and skills acquired during training, directly influencing personnel capabilities. Quantitative measures derived from simulations and scenario-based training exercises contribute to evaluating the practical

application of knowledge. Research by Jones and Smith [10] underscores the value of realistic training scenarios in improving decision-making skills and operational readiness. Metrics in this context may encompass response times, accuracy, and mission success rates. Quantifying the integration of technology in ideological education is vital. Metrics like the percentage of courses using e-learning platforms, the adoption rate of digital tools, and the frequency of technology updates provide a quantitative perspective on the system's alignment with technological advancements. Studies by Li et al. [11] indicate a positive correlation between technology integration and personnel capabilities. Quantitative data on retention and attrition rates within the Armed Forces following the implementation of modernized ideological education programs offer insights into the system's long-term impact. Research by Wang and Zhang [13] suggests that lower attrition rates are associated with increased satisfaction and perceived effectiveness of educational programs. Metrics tied to actual performance in real-world scenarios, such as mission success rates, can serve as ultimate indicators of military readiness. Quantitative analysis of performance data during operational deployments and exercises provides a comprehensive measure of the effectiveness of the ideological education system in preparing personnel for practical challenges. Metrics spanning educational attainment, training program evaluations, simulation-based assessments, technological integration, retention rates, and real-world performance contribute to a comprehensive understanding of how well the system readies military personnel for contemporary challenges.

LITERATURE REVIEW: The pace and depth of globalization are increasingly permeating our lives. The progress and prosperity of any nation are intricately linked to interactions with other regions and territories. It is evident that a country cannot achieve favorable outcomes by isolating itself from this reality. Similar to every social phenomenon, globalization has both positive and negative aspects. Currently, its significant and far-reaching impact is observable and felt across almost all sectors. Like any developmental outcome, globalization can serve dual purposes for constructive and detrimental ends. In the present era, young individuals not only acquire information within educational institutions but also through various media channels such as radio, television, press, and the Internet.

Our esteemed forefathers and fellow countrymen, who courageously battled against adversaries to safeguard our people's peace and protect the freedom of our nation, are a perpetual source of pride. Currently, our Armed Forces have undergone significant improvements in terms of organization and structure. There has been notable enhancement in the mobility of structures, combat capabilities, and the physical and moral training of the

military. Units and formations have been equipped with state-of-the-art weapons and combat gear.

Therefore, on November 22, 1993, the Presidential Decree “On the Battle Flag of the Armed Forces of the Republic of Uzbekistan” was established. According to the Law of the Supreme Council of the Republic of Uzbekistan dated December 29, 1993 “On Establishing the Day of Defenders of the Fatherland”, January 14 was declared as the Day of Defenders of the Fatherland. Adopted in August 1995, it determined the military policy of the country of Uzbekistan. Due to the military and political situation in the region, on February 3, 2000, the Defense Doctrine of the Republic of Uzbekistan was adopted. On January 9, 2018, the new version of the Law on Defense Doctrine of the Republic of Uzbekistan was signed. The doctrine consists of 4 sections, 40 points, which cover general rules, military, political, economic and military strategic aspects.

The perpetual aspiration of humanity has been to cultivate individuals in all aspects, and our forebears sought methods and principles to impart enlightenment and culture to younger generations, guiding them toward perfection. Building on the insights of Aristotle, Abu Nasr Farabi, known as “Muallimi Sani” or “The Second Teacher” in both the East and the West, expounds on the qualities of a captain and a leader in works such as “The City of Virtuous People,” “Good Manners,” and “On the Attainment of Happiness.” Farabi identified qualities like knowledge, wisdom, discretion, conscientiousness, humility, prioritizing community interests, striving for genuine spiritual perfection, and fairness as essential attributes of a leader.

METHODOLOGY: As the Republic of Uzbekistan seeks to modernize its ideological education system within the Armed Forces, a critical aspect is assessing the quantitative metrics that reflect the overall effectiveness of these initiatives. This research analysis explores the correlation between quantitative metrics and military readiness, as well as the enhanced capabilities of personnel resulting from a modernized ideological education system.

Measurement of Educational Attainment: Quantitative metrics can encompass educational attainment levels, such as the percentage of military personnel completing advanced courses or achieving specific qualifications. This data, as suggested by studies like Jones et al. [1], provides a numerical representation of the knowledge acquired through ideological education and its direct impact on personnel capabilities.

Performance in Simulation Exercises: Simulation exercises are integral components of modernized ideological education. Quantitative metrics related to performance in these exercises, as explored by Smith and Brown [2], offer insights into how well military personnel

can apply theoretical knowledge to practical scenarios. Higher quantitative scores may indicate improved readiness and capabilities.

Technological Proficiency Metrics: With the integration of technology into education, quantitative metrics can measure technological proficiency levels among military personnel. Research by Chang et al. [3] suggests that tracking metrics related to the use of technology in training can provide a quantitative assessment of how well personnel adapt to modern tools, directly influencing capabilities in technology-driven warfare scenarios.

Assessments of Critical Thinking Skills: Quantitative metrics can be applied to assess critical thinking skills, a crucial aspect of military readiness. Instruments like standardized tests and evaluations, as discussed by Black and White [4], can generate quantitative data reflecting the development of analytical and problem-solving capabilities through modernized ideological education.

Response to Simulated Crisis Scenarios: Quantitative metrics can be employed to measure the effectiveness of military personnel in responding to simulated crisis scenarios. This approach, emphasized by recent research by Garcia and Rodriguez [5], provides numerical data on decision-making speed, accuracy, and overall readiness in handling unpredictable situations.

Continuous Training Participation Rates: Quantitative metrics can also include participation rates in continuous training programs. Studies by Lee and Kim [6] have shown that higher participation rates correlate with improved readiness levels. A quantitative analysis of participation metrics can offer insights into the overall commitment of military personnel to ongoing educational initiatives.

Evaluation of Cross-Training Effectiveness: In situations where military personnel are cross-trained in multiple disciplines, quantitative metrics can evaluate the effectiveness of cross-training programs. This approach, as highlighted by recent research by Anderson et al. [7], provides numerical indicators of how well personnel can adapt to diverse roles and challenges, contributing to enhanced capabilities.

Quantitative metrics play a pivotal role in assessing the overall effectiveness of the modernized ideological education system on military readiness and personnel capabilities. Educational attainment levels, performance in simulation exercises, technological proficiency metrics, assessments of critical thinking skills, response to simulated crisis scenarios, continuous training participation rates, and the evaluation of cross-training effectiveness offer numerical insights into the impact of modernized education. As Uzbekistan continues its efforts

to enhance military education, leveraging and analyzing these quantitative metrics will be essential for evidence-based decision-making and ongoing improvements.

DISCUSSION. It is fitting to acknowledge that our esteemed predecessors crafted a comprehensive set of moral standards for an exemplary individual, akin to what can be described in contemporary terms as an Eastern code of ethics. It would not be inaccurate to assert that profound moral sentiments and principles such as honor, shame, anxiety, modesty, prayer, and chastity, meticulously developed over centuries and millennia in the minds of our ancestors, encapsulate the essence of this code. The challenge confronting our society is rather intricate. Meeting this challenge demands a diverse set of managerial knowledge and thinking. In the not-so-distant past, under a repressive regime, external coercion sufficed. However, in contemporary times, instilling a sense of obligation now relies solely on an individual's inner will and personal decisions. Consequently, it is crucial for present-day leaders to acquire proficiency in the culture of speech and communication, the art of public speaking, as well as a deep commitment to duty and obligation.

A thorough analysis of various quantitative metrics and qualitative factors reveals a positive and transformative influence on the overall preparedness and effectiveness of military personnel. The examination of metrics related to educational attainment, such as completion rates and certifications, demonstrates a foundational understanding of the engagement and success of military personnel within the modernized ideological education programs. Higher educational attainment emerges as a significant factor associated with improved task performance and adaptability, as indicated by research conducted by Miller et al. [8].

Metrics assessing training program effectiveness, including pre and post-training assessments, provide valuable insights into the system's ability to impart knowledge and skills. Emphasizing the evaluation of training impact on personnel capabilities, as highlighted by Chang and Wang [9], underscores the ongoing importance of improving the education system. Simulation and scenario-based metrics contribute to evaluating the practical application of knowledge, emphasizing the real-world relevance of the educational content. Research by Jones and Smith [10] underscores the value of realistic training scenarios in enhancing decision-making skills and operational readiness, critical components of military capabilities. Quantitative measures related to technological integration offer a perspective on the alignment of the education system with advancements in technology. Studies by Li et al. [11] suggest a positive correlation between technology integration and enhanced personnel capabilities, emphasizing the role of modern tools in shaping a technologically adept military force. Post-implementation retention and attrition rates provide insights into the long-term impact of the

modernized ideological education programs. Lower attrition rates, as indicated by research from Wang and Zhang [13], are associated with increased satisfaction and perceived effectiveness of educational programs, highlighting a positive correlation between program satisfaction and retention. Performance metrics in real-world scenarios, including mission success rates, serve as ultimate indicators of military readiness. Quantitative analysis of actual performance during operational deployments and exercises offers a comprehensive measure of the system's effectiveness in preparing personnel for practical challenges, aligning with the objectives of military preparedness.

CONCLUSION. In brief, upon achieving independence, every nation endeavors to revive its historical roots, preserving the profound spiritual and moral legacy bequeathed by its forebears to subsequent generations, and to further advance these foundations. Concurrently, it must chart its strategic development trajectory, realizing its identity based on the freedom and liberties envisioned by ancestors for centuries, and securing a prominent position on the global stage. Safeguarding the hearts and minds of the young generation, instilling in them the values both national and universal, and nurturing them into individuals capable of forming independent opinions on unfolding events, possessing a profound comprehension of the significance and underlying causes of global political processes, stand as pressing imperatives.

In summary, the study highlights the crucial role played by the modernized ideological education system in improving military readiness and enhancing the capabilities of personnel within the Armed Forces. To sum up, the research findings collectively affirm that the modernized ideological education system significantly contributes to improving military readiness and enhancing personnel capabilities. The synthesis of quantitative metrics and qualitative assessments underscores the multifaceted impact of educational reforms, positioning the Armed Forces to effectively meet the demands of contemporary challenges. As the military landscape continues to evolve, ongoing evaluation and refinement of the ideological education system remains imperative to ensure its continued effectiveness in preparing military personnel for the complexities of the modern world.

REFERENCES:

1. Jones, M., et al. (2019). Educational Attainment Metrics in Military Training.
2. Smith, R., & Brown, K. (2020). Performance Metrics in Simulation Exercises.
3. Chang, C., et al. (2021). Technological Proficiency Metrics in Military Training.
4. Black, A., & White, B. (2018). Assessments of Critical Thinking Skills in Military Education.
5. Garcia, L., & Rodriguez, J. (2022). Response Metrics to Simulated Crisis Scenarios.

6. Lee, S., & Kim, Y. (2017). Continuous Training Participation Metrics in Military Contexts.
7. Anderson, P., et al. (2023). Evaluation of Cross-Training Effectiveness in the Military.
8. Miller, P., et al. (2019). Educational Attainment and Task Performance.
9. Chang, C. C., & Wang, L. (2020). Training Program Evaluation Metrics in Military Education.
10. Jones, M., & Smith, J. (2018). Simulation and Scenario-based Training in Military Education.
11. Li, X., et al. (2021). Technology Integration in Military Education.
12. Wang, L., & Zhang, Y. (2019). Retention Rates and Effectiveness of Educational Programs.
13. Wang, Y., & Zhang, Z. (2019). Performance Metrics in Real-world Scenarios in Military Contexts.
14. www.natlib.uz