



SELECTING HISTORICAL LITERARY WORKS HAVING EDUCATIONAL IMPACT IN DEVELOPING MILITARY COURAGE QUALITIES IN CADETS OF HIGHER MILITARY EDUCATIONAL INSTITUTIONS

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Article history:	Abstract:
Received: April 13 th 2021 Accepted: April 26 th 2021 Published: May 31 th 2021	Historical literary works can morally and emotionally influence the spiritual development of a person. Therefore, they are effectively used in conducting spiritual and educational works in higher educational institutions. Historical literary works written on the topic of military courage are one of the important means of conducting spiritual and educational events in the higher military educational institutions. The effective organization of the process takes place in several stages. The article refers to the stages of selection of historical literary works for conducting spiritual and educational events.
Keywords: Historical literary work, higher military educational institution, cadets, courage, military courage, spiritual and educational events, the choice of historical literary works.	

Literary works and reading them help a person to develop mentally, emotionally and aesthetically, expand his worldview, enrich his speech and thinking. Historical literary works echoing the past as one of genres of literature are considered as a historical process, as well as a means presenting information about historical events and a means of influencing morally and emotionally the psychology of a person. Historical literary works often "reflect wars, revolutions, national rebellion, and other socio-political events alongside with daily worries and experiences of people belonging to different social stratum" [4].

The spiritual and artistic value of historical literary works is that they reveal the historical process, the essence of events not on the basis of evidence, but in an artistic interpretation - with the help of artistic images. Therefore, such works "not only satisfy aesthetic needs, but also have historical value" [1].

In recent years, it has become customary to refer to historical literary works as "historical belles-lettres". Although the term was introduced into the Russian language in the early 19th century by V.G.Belinsky using the French concept of "bélles-léttres" [2, 687] ("elegant literature", "light literature"), and later this concept came to Uzbek language, it was not very popular in practice. The concept was usually used in the form of a "historical work" or "historical literary work".

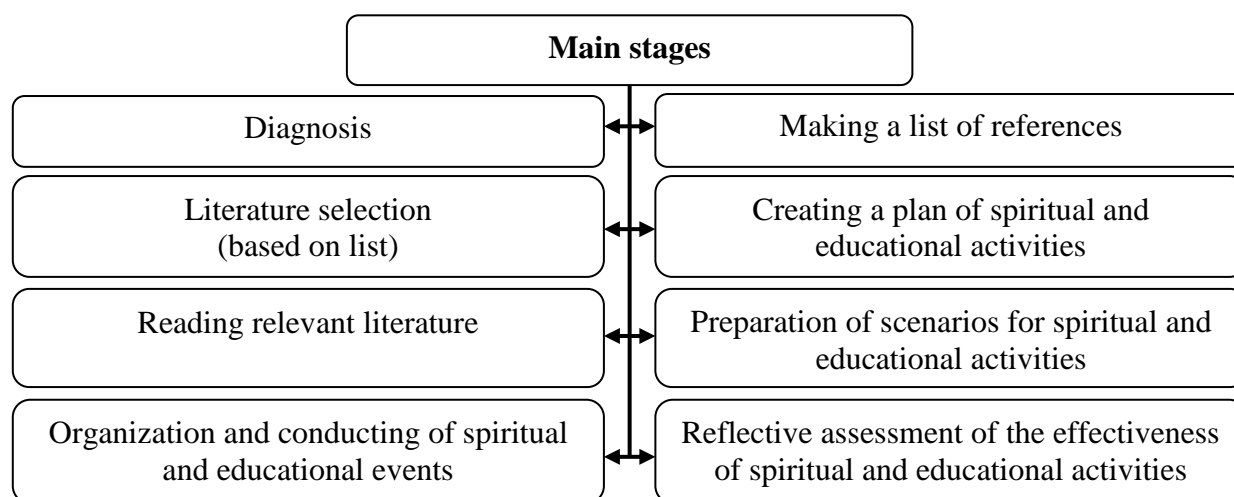
According to the literary critic M.A.Chernyak, in a literary triad (trinity) or literary pyramid (triangular or polygonal figure) consisting of classical literature, belles-lettres and popular literature, belles-lettres forms the "middle space" [5, 18].

As stated by A.Sagdiyev, G.Fuzailova and M.Hasanova, belles-lettres includes "historical novels, narratives on historical topics, literary works about the period being investigated and stories. These works are written based on the study of historical sources, memoirs, documents, research papers and monographs, in which the events of the past are represented through the artistic images" [3, 69].

The following was done in compiling the list of historical literary works on the relevant topic for the spiritual and educational events organized in order to develop the qualities of military courage in cadets of higher military educational institutions: 1) using methodological assistance of the staff of the Information Resource Center and the "Museum of Glory" under the Ministry of Defense of the Republic of Uzbekistan; 2) relying on the independent capacity of the researcher and the methodological assistance of the staff of the "Languages" Department of the Armed forces academy of the Republic of Uzbekistan.

Familiarization with historical literary works in order to develop the qualities of military courage in cadets showed that this type of literature has a social, ideological, moral and psychological character [1].

The correct selection of historical and literary works for developing the qualities of military courage in cadets is determined by clear, purposeful actions. Efforts in this regard have been made in several stages:



The stages of selection of historical and literary works for organizing and conducting spiritual and educational events

1st stage – diagnosis. The level of spiritual needs, desires and interests of university students was studied using pedagogical observation, questionnaires, interviews and test methods. For this stage: 1) a questionnaire; 2) an interview project have been prepared.

The questionnaire and interview project will help to determine the level of awareness of cadets of higher military educational institutions of the examples of world and Uzbek literature on military heroism, the choice of a historical personality as a literary ideal, the qualities of a military hero that inspired them to take a sample.

The questionnaire used to identify cadets’ knowledge about the historical literary works on military heroism consisted of the following questions: 1. What historical literary works have you read on the topic of military courage? 2. Did the historical literary works on the topic of military courage motivate you to choose this profession? 3. What historical literary works on the topic of military courage impressed you the most? 4. Which part (chapter) of the historical literary work on the topic of military courage impressed you the most? 5. Which historical personality who showed military courage did you choose as your literary ideal? 6. Do you think you are spiritually ready to replicate the military courage of a historical personality who is your literary ideal? 7. Under what conditions do you think military courage can be demonstrated? 8. Do you think you have the qualities of military courage? 9. What factors influence you to have qualities of military courage? 10. What practical actions do you take to master the qualities of military courage?

Also, an interview was organized among the cadets. The questions for the interview were formed to further clarify the results of the survey.

2nd stage - making a list of references. In cooperation with the staff of the information resource center of higher educational institutions it is necessary to form a list of fiction that meets the spiritual needs, desires and interests of students.

A questionnaire was prepared with the help of the staff of information resource center of the higher military educational institution and the “Museum of Glory” under the Ministry of Defense of the Republic of Uzbekistan, as well as the staff of the “Languages” department of the Armed forces academy of the Republic of Uzbekistan. This questionnaire ensured the effectiveness of the practical effort to select historical literary works created on the topic of military courage.

The list of fiction on military courage made with the help of staff of information resource center of the higher military educational institution and the “Museum of Glory” under the Ministry of Defense of the Republic of Uzbekistan, as well as the team of “Languages” department of Armed forces academy of the Republic of Uzbekistan was divided in to two groups: 1) examples of world literature; 2) examples of Uzbek literature.

The following historical literary works are included in the list of fiction on military courage that was formed based on the methodical assistance:

I. Examples of world literature on military courage: Polien’s “Military tricks”, “Stratagem” by Vladimir Lobov, “Encyclopedia of military art” by Aleksandr Svechin, “The story of a man” by Boris Polevoi, “They fought for their country” by Mikhail Sholokhov, “Taras Bulba” by Nikolai Gogol, “War and peace” by Leo Tolstoy, “Poltava” by Aleksandr Pushkin, “Zoya” by Margarita Aliger, “Dignity” by Sergey Vasilyev, “General Karbyshev” by Yevgeniy Reshin, the novel “Honour” by Yuri Piliar.

II. Examples of Uzbek literature on military courage: “Zafarnama” by Sharaf ad-din Ali Yazdi, the stories “O’tror”, “Shirak”, “Tomaris”, “Temur Malik”, “Mahmud Tarabi”, “Alexander and Spitamen” by Mirkarim Osim, “Sobir Rahimov” by Komil Yashin, “Jelal ad-din Manguberdi” by Maqsud Shaikhzada, “Mahmud Tarabi” by Aybek, “Muqanna” by Hamid Alimjan, the novel “Spitamen” by Masqud Kariyev, the novel “Khojand fortress” (“Temur Malik”) by Mirmuhsin, the novel “Amir Temur” by Buriboy Ahmedov, “Amir Temur” by Abdulla Aripov, “Sarbadars” by Muhammad Ali, “The Queen of Massageteans and the King of Persians” by Hurshid Davron, the poem “Uzbekistan” by Muhammad Yusuf, “The killer of Spitamen” by Urinboy Usmon.

3rd stage – literature selection (based on list). At this stage the main idea, content, artistic expressiveness, impressiveness and educational impact of the listed historical literary works will be discussed in cooperation with the staff of the information resource center of the universities and the “Museum of Glory” under the Ministry of Defense of the Republic of Uzbekistan.

The following historical literary works were selected for the study of the content of historical literary works included in the above list, taking into account their artistic expressiveness, spiritual, moral and aesthetic impact:

1) examples of world literature on military courage: “The story of a man” (“Повесть о человеке”) by Boris Polevoi, “Dignity” (“Достоинство”) by Sergey Vasilyev, “General Karbyshev” (“Генерал Карбышев”) by Yevgeniy Reshin, the novel “Honour” (“Честь”) by Yuri Piliar;

2) examples of Uzbek literature on military courage: the stories “O’tror”, “Shirak”, “Tomaris”, “Temur Malik”, “Mahmud Tarabi”, “Alexander and Spitamen” by Mirkarim Osim, the novel “Sobir Rahimov” by Komil Yashin, “Jelal ad-din Manguberdi” by Maqsud Shaikhzada, “Mahmud Tarabi” by Aybek, “Muqanna” by Hamid Alimjan, the novel “Spitamen” by Masqud Kariyev, the novel “Khojand fortress” (“Temur Malik”) by Mirmuhsin, the novel “Amir Temur” by Buriboy Ahmedov, “The Queen of Massageteans and the King of Persians” by Hurshid Davron, the novel “Amir Temur” by Buriboy Ahmedov, “The killer of Spitamen” by Urinboy Usmon, the novel “Mahmud Tarabi” by Asad Dilmurad.

Based on the selected historical literary works, the military courage of the following historical personalities was used as a basis for the spiritual and educational events organized among the cadets of the higher military educational institution: Shirak, Tumaris, Spitamen, Mahmud Tarabi, Temur Malik, Jelal ad-din Manguberdi, Amir Temur, and Dmitry Karbyshev.

4th stage – creating a plan of spiritual and educational activities. At this stage a plan of spiritual and educational activities organized through the selected literature was developed. The action plan included the following:

The plan of spiritual and educational events on the theme of military courage organized by means of historical and literary works

No	Name of the event	Author and name of the work(s)	Form	Date
1.	Defending the country is a duty of heroes	“Shirak”, “Tomaris”, “Temur Malik”, “Mahmud Tarabi”, “Alexander and Spitamen” by Mirkarim Osim	Problem based case-study tasks	September
2.	Betrayal – “weapon” of Spitamen’s killer	“Alexander and Spitamen” by Mirkarim Osim; “Spitamen” by Masqud Kariyev; “The killer of Spitamen” by Urinboy Usmon	Presentation based task	October
3.	The struggle for freedom is the destiny of the brave people	“Temur Malik”, “Mahmud Tarabi”, by Mirkarim Osim; “Khojand fortress” (“Temur Malik”) by Mirmuhsin; “Mahmud Tarabi” by Asad Dilmurad	Мардона ҳаракатлар харитаси (иждодий иш танлови)	November
4.	A lion of desert	“Jelal ad-din Manguberdi” by Maqsud Shaikhzada	Psychological portrait	December
5.	a great warrior born in the constellation of Kiran	“Amir Temur” by Buriboy Ahmedov	Chronological memoirs	January
6.	The human will is an invincible power	“The story of a man” (“Повесть о человеке”) by Boris Polevoi	Debate	February
7.	Lieutenant General Dmitry Karbyshev is my ideal (3.5 years of unarmed struggle with the enemy)	“Dignity” (“Достоинство”) by Sergey Vasilyev, “General Karbyshev” (“Генерал Карбышев”) by Yevgeniy Reshin, the novel “Honour” (“Честь”) by Yuri Piliar	Tournament-quiz	March
8.	The courage of our ancestors is an example for us	“Sobir Rahimov” by Komil Yashin	A tour to a museum	April
9.	How are the qualities of military courage manifested in modern conditions?	On the example of historical and literary works on the theme of military courage	Round-table conversation	May
10.	Do I have the qualities of military courage?	Methods used by famous historical personalities to determine the bravery of soldiers	Practical-psychological diagnosis	June

5th stage – recommending the cadets relevant literature. At this stage the cadets of higher military educational institutions will be presented historical literary works on the topic of military courage and a plan of spiritual and educational activities organized by means of fiction. The form of spiritual and educational activities included in the plan, the specifics of their organization will be briefly described. In addition, the cadets will be reminded of the dates of reading historical literary works on the topic of military courage in accordance with the plan of spiritual and educational activities.

Because this stage is considered to demand more responsibility, the cadets of higher military educational institutions should be able to effectively master the content of fiction by reading historical literary works on the topic of military courage in extracurricular activities, which is their main type of activity. At the same time they will need methodological assistance of the staff of the information and resource center of higher military educational institutions, as well as qualified, experienced teachers. In order to meet their need, a note on the effective organization of reading historical literary works was prepared for cadets. Internet sources for effective reading of fiction were used in the preparation of the note.

During conversations the cadets acknowledged that this note was useful to them. This made it possible to predict that it would be interesting and enjoyable to get familiarized with the historical literary works recommended for reading.

6th stage – preparation of scenarios for spiritual and educational activities. This stage is more complicated than the other stages. Therefore, a serious approach to the preparation of scenarios for spiritual and educational activities is required. At the same time, main attention was paid to the effectiveness of the activities for cadets, and the necessary factors were taken into account. In particular, one of the important factors was the organization of spiritual and educational activities using various forms, methods and technologies.

7th stage – organization and conducting of spiritual and educational events. At this stage small groups were the main “heroes” of the event working according to the scenarios of the event. Each event was organized in a social activeness of the cadets and in high spirits.

8th stage - reflective assessment of the effectiveness of spiritual and educational activities. From a pedagogical point of view, it is important to assess the usefulness of the spiritual and educational event for the participants in the educational process, just as the effectiveness of the lesson in education is analyzed. Reflective assessment of the effectiveness of spiritual and educational activities is important in three ways: first, information about the attitude of the participants to the events will be obtained; second, the factors that make the event effective or ineffective are identified; third, based on the results the prospects of pedagogical activity are determined, at the same time, based on the achievements, measures will be taken to further enrich the events and eliminate their shortcomings.

In the process of organizing the experimental work the active involvement of cadets in the reflective assessment of the effectiveness of the organized spiritual and educational activities gave the expected results. The cadets freely expressed their opinions, argued with their peers on some points, and tried to defend their point of view.

Thus, the selection of historical and literary works as a key tool in the organization of spiritual and educational activities in order to develop the qualities of military courage in cadets of higher military educational institutions is a complex process. The effective conduct of this process requires the gradual organization of pedagogical activities aimed at this goal. In organizing each stage it is necessary to take into account the objective and subjective factors that ensure its effective conduct. Therefore, this is the only way to ensure the effectiveness of spiritual and educational activities aimed at developing the qualities of military courage in cadets of higher military educational institutions.

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