

**THE CASE STUDY TASKS ON HISTORICAL LITERARY WORKS AS A MEANS
THAT DEVELOP THE CONCEPTION OF MILITARY COURAGE IN CADETS OF
HIGHER MILITARY EDUCATIONAL INSTITUTIONS**

Munavvarkhon Murodillayeva

Senior Lecturer of “Languages” department of Armed forces academy of the Republic of Uzbekistan
m.murodillayeva@mail.ru

ABSTRACT

Analyzing problem-based situations and finding solutions to the cases develop person’s thinking ability. Therefore, attention is paid to the use of cases in the process of education and training. Preparing case study tasks on historical literary works enriches the imagination of cadets of higher military educational institutions about military courage and qualities reflected by it. The article discusses the cases related to historical literary works on the theme of military courage, and the structure of the cases.

Key notions: historical fiction, cases, cadets of higher military educational institutions, military courage, cases on the theme of military courage.

The word “case” in English has several meanings such as “event”, “incident”, and “occasion”. The case study method is a learning technique in which the student is given a particular problem, the case to analyze and find a solution. The case study facilitates the investigation of a real issue within a defined context, using a variety of data sources [3]. In general terms, the case study analyzes a defined problem existing in a real situation and uses real information as methodological tool.

The case study, as in education, increases the interest of cadets of higher military educational institutions in the event. Especially, when the process of working with cases is of tournament character, it increases the activity of the event participants (cadets). In addition, cadets are developing analytic, practical, creative, communication, social and self-development skills by working with cases.

According to M.Usmanbayeva, the problem explored in the case, character, direction, and the level of complexity of the issues determine the case study to have less or more elements [2, p. 85]. The author states that it is important to take into account the usage of case study as a technology or a method:

The structure of case study	
<i>When used as a technology</i>	<i>When used as a method</i>
<ol style="list-style-type: none"> 1. Description of a case. 2. Case study task(s) or question(s). 3. Recommended publications for use. 4. Methodical instructions. 5. Process of case analysis and finding a solution. 6. Analysis of the case solution by means of presentation. 7. A solution of a teacher (pedagogue) 	<ol style="list-style-type: none"> 1. Description of a case. 2. Case study task(s) or question(s). 3. Recommended publications. 4. A solution of a teacher (pedagogue)

During a research period in higher military educational institutions that were pilot sites the students (cadets) as respondents were given the following case study tasks based on the story “Shirak” and narrative “Tomiris” by Mirkarim Osim and the work “The Queen of Massageteans and the King of Persians” by Hurshid Davron:

Description of the 1st case. After conquering the Sogdians when the Iranian King Darius the Great was planning to invade the Saka (Shaka), the elder of the tribe Rustak convenes a Council of elders for discussions.

A man named Shirak, a shepherd, asks permission to attend the Council meeting. After entering the marquee he informs the Council about a trick with the help of which they can defeat a large number of army of Darius. However, he said he will tell about a trick only to the Elder of the tribe but not in front of others. Although, Rustak, the Elder of the tribe, ensures Shirak that these members of the Council are loyal to the tribe, he refuses to talk in front of them. He justifies his decision to insist so. In historical literary works Shirak's position is shown from his own words.

The questions of the case study task. 1. Why Shirak didn't want to tell about his trick to other members of the Council? 2. How Shirak's position can be assessed in developing military tactics and strategies?

Recommended publication. Mirkarim Osim. "Shirak" (story) // <http://ferlibrary.uz/elektron-kitoblar>.

The solution of a pedagogue. 1. Shirak's position is described from his own words as follows: "I believe they (the members of the Council) are honest and fair caring about their people, and will never sold a secret to the enemy even when there is a risk to die. However, they have friends, brothers, wives, and sons. They can spontaneously tell them about what I said. We both can assume what will happen when the enemy finds out about our secret. You can never forbid talking. May the elders forgive me ...".

2. Military tactics and strategies are of secret character. Therefore, they are usually discussed with the participation of a small number of reliable leading specialists. The purpose of this is to prevent disclosure of tactical and strategic plans until they are implemented. This makes one to understand that even though Shirak was a shepherd, he was able to understand military situation.

Description of the 2nd case. Shirak came to the camp of the Persians. When he was brought to Darius, Darius asked him why he betrayed his people, Shirak said: "Here, look what they did to me! I need to take revenge! I will show you a roundabout way and bring you to the rear of the Scythian army. So I will avenge for the humiliation!".

The Persians believed Shirak. He told them to take the food for seven days only. Shirak led them to the barren desert. Many Persians perished during the journey from thirst and heat. Shirak promised to take the troops out to the oases, but they were going deeper into the desert and there was no water. Then the commander of the Persians Ranasbat put a sword to the throat of Shirak intending to kill him. Shirak said: "This is a victory!" and dropped dead.

The questions of the case study task. 1. What evidences brought Shirak to assure Darius? 2. What promises Ranasbat, the Persian commander, to Shirak in exchange for showing water wells and springs? 3. How does Shirak react to Ranasbat's offer?

Recommended publication. Mirkarim Osim. "Shirak" (story) // <http://ferlibrary.uz/elektron-kitoblar>.

The solution of a pedagogue. 1. Shirak brings the following evidences to assure Darius: recently his nose and ears have been cut by his fellow tribesmen; swears with the name the God of Sun that was worshiped by his people.

2. For revealing the places of water wells and springs the Persian commander Ranasbat promises Shirak to make him a ruler of one of the villages of Sogdiana.

3. Shirak's reaction to Ranasbat's offer was as follows: "I'd better chop my hands off than helping the enemy of my people". After his words the Persians killed Shirak. The Persian troops came out of the desert with heavy losses. The King Darius I survived, but ordered to leave the land of the Saka. Later he conquered many other nations in Asia and Europe, but the Saka remained beyond the reach of Persian arrows.

Description of the 3rd case. After the failure of trick to marry Tomyris, the Queen of Massagetae, the Persian king Cyrus II decided to conquer the lands of Massageteans. To achieve his goal Cyrus II ordered to build boats and rafts to row across the river Oxus (Amudarya). Then the Persians built a bridge across the river. The ambassadors of Tomyris came to the Persians, who were busy of their mobilization, conveying the word of the Queen.

Tomyris offered Cyrus the following: "Stop moving towards our lands. The bridge you are building across the river will bring misfortune to the Persians. You better give up your efforts to conquer our lands but enjoy your sovereignty in your kingdom!"

You are not willing peace but war. If you are planning to join battle with Massagetae, you don't need to build a bridge. We will give a chance to cross the river. We will camp three days away from the river bank. But if you want otherwise, tell your warriors to camp three days away from the river and wait for us. We will cross the river. We will fight!"

The king of Persians Cyrus consulted with his adviser Croesus, former ruler of Lydia, and accepted the offer of the Queen Tomyris.

The questions of the case study task. 1. What was trick of Croesus he told Cyrus about? 2. Did a trick of Croesus work? 3. Why was the king of Persians worried about the death of Spargapises, the son of Tomyris?

Recommended publication. Davron, Hurshid. "The Queen of Massageteans and the King of Persians" // <https://kh-davron.uz/jod/maqolalar/xurshid-davron-massagetlar-malikasi-va-forslar-podshohi.html>.

The solution of a pedagogue. 1. The trick of a former ruler of Lydia, Croesus, was as follows: according to the first offer of Tomyris, the Persians should cross the Oxus (Amudarya) and enter the territory of Massagetae; go deeper to the steppe; slaughter a lot of cattle; cook various delicious food; fill jugs with wine; send small army to the fight with Massagetae; pretend to be defeated and draw back to the river bank; leave food and beverages in the steppe.

2. The trick of a former ruler of Lydia, Croesus, worked. 18 years old son of Tomyris, Spargapises with his advanced army mowed towards the Persians' small army with a sudden attack. The battle didn't last long. Drunken Persian soldiers couldn't fight. The leading part of the army was left on the battlefield, the rest fled back. The Massagetae didn't chase the fleeing enemy. Celebrating the victory, they drank the poisoned wine left by the Persians. When most of the Massagetae squad fell asleep, the Persians attacked and massacred almost the entire detachment. Son of Tomyris was captured.

When the queen Tomyris heard what happened to her son and the army, she sent a herald to Cyrus demanding to release her son, since he was captured "by trickery not in the battle of strengths". The Massagetae Queen sternly warned the Persian ruler: "Refuse, and I swear by the Sun, the sovereign lord of the Massagetae, bloodthirsty as you are, I will give you your fill of blood." Cyrus refused and Spargapises committed suicide, unwishing to be used by Cyrus for manipulating Tomyris.

3. As soon as Tomyris learnt of her son's death, she decided to attack the Persians. In the steppe was a battle in which Massagetae unleashed all its might and fury on the Persian army. Cyrus was killed in this combat. Tomyris ordered to fill a skin full of human blood, she dipped the head of Cyrus in the gore, saying, as she thus insulted the corpse, "... thus I make good my threat, and give you your fill of blood".

To conclude, involving cadets of higher military educational institutions in doing case study tasks on historical fiction about military courage has a practical value and importance. Such case study tasks motivate cadets to actively participate in spiritual and educational events. Case study tasks that are of tournament character

increase cadets' interest in reading historical fiction. Besides, by doing case study tasks the cadets will master analytic, practical, creative, communication, social, and self-development skills.

REFERENCES

1. Davron, Hurshid. "The Queen of Massageteans and the King of Persians" // <https://kh-davron.uz/ijod/maqolalar/xurshid-davron-massagetlar-malikasi-va-forslar-podshohi.html>.
2. Инновацион таълим технологиялари ва педагогик компетентлик” модули бўйича ўқув-методик мажмуа / Тузув.: Н.А.Муслимов, М.Х.Усмонбоева. – Т.: Низомий номидаги ТДПУ, 2016. – 85-б.
3. Case study method (case study) // <https://evolkov.net/case/case.study.html>.
4. Mirkarim Osim. "Shirak" (story) // <http://ferlibrary.uz/elektron-kitoblar>.
5. Mirkarim Osim. "Tomyris" (story) // <http://ferlibrary.uz/elektron-kitoblar>.