

## **Expression forms of patriotic education**

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**Summary:** This article provides information on the national moral principles of bravery, courage, and heroism. These principles' historical foundations are discussed, and heroic historical instances are provided. The location and significance of the issue have also been highlighted in the pedagogical literature from Azerbaijan. The literary and Azerbaijani history textbooks from the V–IX high school classes were examined in the article in light of the aforementioned concerns, the themes were organized, and samples from them were provided. An overarching thesis statement concludes the piece.

**Keywords:** bravery, history, national-spiritual, value, studies, school, textbook, student

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### **Introduction:**

One of the most significant and pressing issues of our time is how to educate the younger generation by moral and national standards. It works to instill in future generations a strong sense of national identity as well as a commitment to national moral principles and historical traditions. Our people hold a variety of moral and patriotic beliefs. Bravery, bravery, and heroism are some of them.

### **Importance of Courage as a National and Moral Value:**

Despite leaving a lasting impression on our history as a national and moral value, bravery has been passed from generation to generation as a universal value. The 44-day liberation of our territories under Armenian occupation is a striking illustration of the courage that is bolstered by our national and moral ideals. Bravery and heroism have a high national-moral value as long as the country records its past. This means that this national-moral value consistently manifests as a real problem. Many sons are willing to give their lives for their country while they are still alive, which is one of the factors that makes this national-moral value relevant. The problem is studied using a variety of research techniques, including experimentation, interviewing, questionnaire surveys, and more. The intention was to instill in our youngsters the values of heroism, boldness, and bravery, which are among our national and moral ideals. The road to heroism, bravery, and bravery are paved with patriotism. To do this, it is vital to figure out how to train the next generation of patriots.

### **The importance of studies in lactating courage:**

The results of the investigation revealed that many studies concentrate on examining our moral and national values and communicating them to future generations. A. Hashimov, F. Sadigov, I. Aliyev, I. Hashimov, Kh. Salimkhanova, Y. Mustafayev, M. Ismayilov, S. Guliyev, B. Gurbanov, S. Orujova, N. Mukhtarova, L. Gasimova, A. Hashimov, T. Vahabov, G. Taghiyeva, Z. Azimova, etc. also can be entered under these studies.

Our national and moral ideals, such as bravery, valor, heroism, and patriotic virtues, have been thoroughly examined in the writings of the researchers cited above. The aforementioned issue is thoroughly discussed in the studies of A. Hasanov, L. Gasimova, S. Guliyev, and X. Fataliyev.

The national-moral values portrayed in Azerbaijani children's literature, particularly bravery, heroism, loyalty to the motherland, love for the national army, love for the heroic people, etc., should become one of the important issues of today, according to A. Hasanov's study titled "Use of Moral Values in Azerbaijani Children's Literature in the Moral Education of Young Schoolchildren."

In the research paper "Theory and practice of education of pupils of secondary schools based on national and moral principles," L. Gasimova was able to summarise it as follows after reading the relevant literature.

- It should always be remembered that courage, heroism, patriotism, etc. are vital for instilling national and moral values in the developing youth. Because those who view their country with foreign eyes will always require the heroic sons of the motherland to defend it.

While the qualities of courage, heroism, and bravery have been favored, A. Hashimov's study on "Educational ideas in Azerbaijani Oral Folk Literature" discusses national and moral values in general. The sayings "A brave man dies, his name stays," "A brave man does not stop walking," "He is a brave man who dismounts and jumps, he is a brave man who suffers all torture," and others like this refer to brave men. It's this way.

This issue has received a lot of attention in I. Aliyev's research. All of this shows that daring, bravery, and heroism, which play significant roles in the development of our kids as patriots, should always rank as one of the most urgent research topics since they necessitate ongoing investigation.

### **Courage is the symbol of valor, daring, and composure:**

Courage is a representation of boldness, fearlessness, and courage. It seems like a fight for the objective you set for yourself, one in which you are not afraid of pain or suffering. Willpower and courage are now the primary drivers, which can be described as the biography of the younger generation. In general, bravery entails facing challenges head-on, accepting responsibility, being compassionate, and taking initiative. Will-moral customs can help values like quickness, adaptability, strength, courage, speed, and determination find their resolution. The fundamental system of willpower has nothing to do with an innate propensity, according to D.N. Uznadze, a psychologist who researches the mechanisms behind ethical behavior. Clear consciousness is necessary for the development of volition. A person's spirituality is enriched during any constructive activity, which has an impact on his moral behavior.

One can trace the fortitude and courage of those in history by examining their amazing journeys. Outstanding Turkologist L.N. Gunilyov wrote "Ancient Turks" in his work, referencing figures from our history such as Isteris Khagan, Kapagan Khagan, Kultigin, Bilga Khagan, etc. The Turks have inhabited the endless steppes of Siberia and the Altai, in the vicinity of China, in some regions of Asia and Europe, including Iran and the Caucasus. explains the generals' instructional lifestyles. L.N. Gunilyov claimed that the creation of the school of bravery, which is an essential component of the Turkish way of life, was tied to the victory marches the Turks experienced in war.

### **Is courage a new topic or from ancient times?**

The work "The Great Hun Empire," which covers a significant portion of ancient Turkish history based on Chinese sources, about the genesis and lifestyle of the Huns, was written by Bahaddin Ogel, who studies the mythology of the Turkish peoples, different periods of their history, customs and traditions, military discipline, as well as Turkish war tactics and strategy. This provides important information about his bravery. The unbeatable generals Atilla, Mete, and others are discussed together with the military art, army training, discipline, bravery, and gorgeous appearance of the unstoppable warriors of the Turkish state. Unquestionably, the wonderful and glorious Turkish empire of the Middle Ages will live on in history as a result of the warriors and generals who stood out for their incredible bravery, flawless combat scenes, and military prowess. One source that reflects the national-human values of the Turkish people is Nizamimulk's Travelogue, which also discusses the army, national management, and the bravery of the populace. The rulers of Azerbaijan have always adopted a militant and combative stance against foreigners, were willing to battle for the freedom and integrity of the land, and displayed bravery and heroism, according to historical facts and events as well as the lives of prominent individuals. As a result of the research, it was made clear that the traits of courage, bravery, and heroism are among those that distinguish our compatriots, who have become role models and immortalized thanks to their abilities and bravery over various eras of Azerbaijan's history. Varaz oglu Javanshir, the ruler of Albania, was selected as a brave, a distinguished and attractive commander, who had grasped a high military secret, and was as fast as an eagle and fearless as a soldier, according to sources, who also claim that he was just a teenager at the time. After defeating two foes and suffering three major wounds along with wounds to his horse, Javanshir repelled the attacks, crossed the battlefield, and was greeted with honor within the palace. The leaders Iskhan and Javanshir, whom the heroes follow out of love and fear in Dagdag's lamenting ode "brave, valiant, majestic, lion," achieved all their victories and bravery as a result of the military training, physical training, and physical development he received from specialized teachers in the ruling family. Javanshir needed unique training to be a warrior and a general because of the demands of the times he lived in and the need to defend the area. The foundation of the education offered to princes at all times includes quick and agile movements, moves that call for precision, boldness, bravery, hard blows, shooting free arrows, and galloping.

Shamseddin Eldeniz's story is one of many daring and heroic historical events. Shamseddin Eldeniz, the creator of the Azerbaijani state of Atabay, was a sickly, weak, and frail boy. Eldeniz, who was purchased from the Derbent slave market along with several other slaves, was handed to his master for free because he was both charming and thin while also being ugly. The caravan traveled at night due to the oppressive conditions on the way the slaves were transported from Darband to Iraq. Eldeniz was abandoned on the road by his master after falling asleep twice and falling from the cart. After waking up in the morning, Eldeniz used considerable cunning and bravery to get to the caravan in the evening. Eldeniz, who began serving in the Seljuk dynasty not long ago, caught people's notice for his courage, intransigence, and timidity. He displayed boldness and gallantry in all activities, including horse racing, archery, javelin, and girdle competitions. Eldeniz won the admiration and gratitude of Sultan Masud for his profound brilliance, extraordinary talent, courage, and bravery

and was given the gift of Arzan land as a result. Eldeniz, who provided unmatched assistance in the growth and fortification of a big state like the Atabays, took part in numerous wars and confronted the powerful nation with his regular army and fierce soldiers. Shamseddin Eldeniz achieved these notable triumphs because he possessed both military and political skills.

The valor of Alp Arslan, a personification of valor, invincibility, and courage, captivated notable persons and illustrious military figures of his era. Characteristics of famous heroes include courage, pride, and dignity. It has a lot of historical information. Malik Shah, another son of Alp Arslan, was raised in a similar historical, social, economic, and cultural context. He achieved all of his wins through bravery, and at the gathering in Baghdad, he declared his intention to conquer the entire world. All of the above given historical details are taken from the brave and heroic chronicles of the Azerbaijani people. In other words, it is feasible to instill a spirit of daring and heroism in schoolchildren. Proverbs, epics, and other oral folk examples are taught in secondary school subjects V through IX. The teacher must be very skilled to explain this richness to the students. The class V literary course "Malikmammad" teaches proverbs, and "The Legend of the Pigeon" does the same. Tales use artistic paint to depict people's way of life, outlook on life, and attitude toward other people. The name "folk school" for fairy tales is not a coincidence. Human spirituality, actions, and thoughts are reflected in stories. The heroes of the stories are shown as wise, cautious, brave, overcoming difficulties, and holding people's hands—in other words, as true heroes.

Bravery, heroism, land loyalty, and other examples of our national and moral qualities are included in the history textbooks for grades V through IX. The relevance of texts is immense. The moral and patriotic ideals of the populace are combined in this work. He casts doubt on the nation's virtues of patriotism, fealty to the homeland and village, bravery, loyalty, tolerance, and high moral principles. The narrative highlights the bravery and valor of both men and women. When her kid from her husband's squad does not return from the war, the mother in the saga rebels. He leaves with forty thin girls to search for his son. He notices that his son is hurt and uses a mountain flower and his mother's milk to treat him. In another tale, Banuchikew wrestles, plays horses, shoots arrows, and competes against Beyrak. Salur Kazan engages in combat with the foe to save his son from captivity. Burla Khatun, one of forty slim-waisted females, rode the Black steed with brave guys and went in search of her spouse, the crown of her head when she noticed that he had not arrived. He engages in combat with adversaries and vanquishes them with the aid of Oghuz braves who come to assist him. The Oghuz clan is characterized by riding horses, being prepared for battle, and moving around on horseback. Due to her physical condition, Boyda Dirs Khan's Khatunu can display bravery on par with males. He has the attributes of a knight, is bold enough to enlist the help of his father Khan's army, and when necessary, knows how to ride a horse. With a sword, the tall Burla Khatun demolishes the black flag of the infidel. One of the most beloved female characters in the series is Selcan Khatun. He is extremely valiant, gallant, and devoted. In the epic of Turkish culture, Selcan Khatun is a sophisticated representation of a knightly woman. She does not spare him his assistance during a trying time as he guards his beloved Gantural, who drifts off to sleep and is separated from his gang. Selcan Khatun portrays herself as a highly valiant, unstoppable hero. She can free Gantural from hostile control.

In the heroic epics of the globe, even in the Turkish world, the lover needed unmatched ability, bravery, and valor to win the love of the madar daughter of any sultan, khagan, or another such monarch. It is undeniable that the heroic Azerbaijani women mentioned in the ancient "Kitabi-Dade Gorgud" epic, such as Burla Khatun, Banuchikew, Seljan Khatun, Korogluda Nigar Khanum, Sara Khanum, Shah Ismail's wife Tajli Khanum, Fatali Khan's wife Tutubika, and Gachaq Nabi's Hajar, set an example of wisdom, courageousness, and bravery. The courageous Salatin, Matanats, and Gultekins of Azerbaijan are remembered today as examples of bravery and fearlessness.

This style is also present in the "Koroglu" epic that is included in the seventh-grade history textbook for Azerbaijan. The intriguing facets of traditional educational and social ideas are also expressed in "Koroglu," a historical heroic epic. The insane Koroglu is powerful, courageous, and fearless. Koroglu and his lunatics don't engage in combat with the helpless. They are battling those that oppress the populace and cause harm to them. The major theme of the piece is Koroglu's test of Demiroglu's bravery by asking Hamza or the black slave about their bravery. Deli Hasan, Demircioglu, Gurcuoglu Mammad, Eyvaz, Balli Ahmed, Isabala, Deli Mehtar, Tupdaidan, Tohmaqvuran, Tanr Tanmaz, and others are among the names mentioned. For their level of courage, gallantry, and cowardice, heroes include madmen. Koroglu's adversaries are not easily overcome by this hand hero in fair combat. Arab Reyhan is one such valiant fighter. One of the Turkmen guys is Arab Reyhan. He exhibited great bravery. To highlight the strength and integrity of its ideal, which is to be the bringer of truth and justice, the nation presents its adversaries as aggressive, belligerent, and powerful. Arab Reyhan was known to Koroglu. He did not personally meet him, but he had heard a lot about him. He was conscious of his strength, might, and bravery. In the textbooks "Ata yurdu" for class V, "Jalali movement" and "Koroglu" in textbooks for class VIII, the mythical hero of the Azerbaijani nation, Koroglu, is devoted to the aforesaid issue. Koroglu is

followed by other characters in the narrative who are notable for their bravery and courage. Various variables affect the heroes' ability and success. One of them is moral excellence and physical prowess. We learn about Koroglu's trip to Kars in the section where he meets Deli Hasan for the first time and tries to explain things to him. If that's not possible, he needs to demonstrate his physical toughness. The belt with unparalleled talent. Later, brothers in faith and belief are formed by selfless, brave men. From the perspective of research, it's interesting to note that public demand, national interest, and public mindset all have a role in how daring and heroic epic heroism becomes. It is presented to kids as though they were young heroes, based on the instructional principles and artistic traditions developed by the people.

Additionally, in his battle with the Dervish Hasan, Koroglu, whose courage is not widely known, encounters the Dervish Hasan, the Knight of the Roads, who is feared by all and cruel to his foes. Deli Hasan becomes more courageous as a result of Koroglu's bravery. As is evident, the problem of daring, bravery, and heroism has manifested itself in the majority of courses taught in secondary general education schools. The teachers of literature and Azerbaijani history in the V-IX grades were asked the following questions to determine how they were taught to the students:

- Q. - About how many of the topics you teach include issues related to courage?
- C. - We didn't count it, you can see it when you teach.
- Q. - In what ways do you educate students in the spirit of bravery and heroism?
- C. - We choose the ones that match the level of the class.
- Q. - Do you know how to educate students in the spirit of bravery and heroism?
- C. - We can see this from the conversation with them.

Despite the unsatisfactory responses to the questionnaires given to the teachers, it is believed that the teachers value the kids' education in this spirit.

According to the study, this sort of content predominates in Azerbaijani history textbooks for grades V–IX. The rebellions in Karabakh, Shirvan, and Sheki, and against Iran's rule are discussed in the textbook text "Fight against Foreigners," as well as Haji Chalabi's bravery, Agha Mohammad Shah Qajar's attacks, and their retaliation. When presenting the text, the teacher's assertion that Nadir Shah enjoyed Haji Chalabi's remarks while he was being hanged and his communication of it to the pupils is a blatant display of bravery and courage in the truest meaning of the word, able to make them live inside. Another illustration of bravery and heroism is the textbook passage "Javad Khan." A knight named Javad Khan fought the Russians. The Khan of Ganja from 1786 until 1804 was Javad Khan, a member of the Qajar tribe descended from the Ziyadoglus. One of the heroes willing to give their lives to ensure the motherland's freedom is a youthful, vivacious, fearless, heroic Javad Khan. Beyim Khanum, Javad Khan's wife, is notable for her bravery. In the battle, she is not far behind Javad Khan.

The findings of the trials and surveys that were carried out demonstrate that many subjects allow children to be educated as bold, brave, and heroes. Students are really excited about this work as well. This is due to teens' strong desire in taking part in heroic and bravery-related activities. From this vantage point, kids might become keenly interested listeners, participants, and executors in the teaching of such literature. When we put it all together, we can say the following:

- The fundamentals of the terms courage, bravery, and heroism should be explained to pupils up front.
- There are enough works in secondary school grades V through IX to instill in students a love of their country and moral principles.
- The study of moral and national values should be given sufficient time to instill a sense of patriotism in students.
- Students should be offered instances of courage and heroism from the literature using the appropriate tools and methodologies.
- It is acceptable to use the example of our youngsters, who have shown bravery in reclaiming the areas that the Armenians had taken in our country in just 44 days, to inspire kids with a sense of bravery and heroism.
- Showing films and educating kids on the idea of the iron fist is vital.
- From the standpoint of the issue, it is crucial to often remind the students about the courageous, bold, and heroic activities of President Ilham Aliyev, the Supreme Commander of Azerbaijan, and to inspire them to compile photos of the combatants and create a photo book.

Regarding the issue, the steps that follow are crucial.

### **Conclusion:**

The objective was to instill in our adolescent kids the daring, bravery, and heroism that are among the moral and patriotic qualities we strive to uphold. Patriotism is a necessary step on the road to bravery, valor, and heroism. To do this, it is vital to determine the best ways to train the next generation of patriots.

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