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## **HISTORY OF RESERVE OFFICER TRAINING**

The study of military history of Kazakhstan, as the history of any other country, teaches people about moral qualities, helps impart skills to humane policy, for the implementation of the interests of the majority of the masses. Knowledge of the history is actively forming such civil qualities like patriotism and internationalism; allows familiarizing with moral and ethical qualities and values of humanity in their development as well as understanding categories such as honour, duty to the society, human happiness and welfare.

Historical and geographical conditions of the country forced its citizens to fight constantly for their state and national independence. This resulted in a special attitude to the military service. In the folk epic, songs and tales, heroism, courage and bravery are sung of those who did not spare their strength and life in order to protect the homeland. Kazakh soldiers show the following qualities: determination in the offensive, defensive fortitude, courage, mutual assistance and contempt for death in critical moments of battle.

Radical changes in Kazakhstan since the announcement of sovereignty, had a serious impact on all areas of the state, its political and social institutions, including reforms conducted in national military schools. The system of training military personnel managed not to only to defend, but also develop new economic and political conditions. It was promoted by the previous accumulated historical experience.

The system of training of the population to defend the homeland includes many instructions to strengthen the defence of the State. Achieved at the time and now the results deserve attention. The problem of training reserve officers from among the students of higher education institutions is particularly relevant.

Early development of the system of military training of students should be considered in August 1926, when the country's higher education institutions were established by a military cabinet – prototypes of currently existing military departments.

Before one entered the military training in higher educational institutions of the Soviet state, one was to study the experience of foreign countries such as the USA, France, England, Germany, Poland, as the military

training of students in these countries were held for several years [1, 2]. On this occasion, the Soviet commander Voroshilov wrote: *Our business is very bad. Meanwhile the issue in all countries – and in France, where for one active duty officer, there are 9 in stock, and in America, where for one, there are 8 in stock, and in many other countries – have already been resolved or put to the resolution and permitted. We begin this issue only with a huge, unforgivable delay* [3].

In our view, creating a system of reserve officers' training in the universities of the USSR was partly copied from the system of non-military officer training at the universities of the US and Western Europe. So, in the article *The front and rear in the war of the future* M. V. Frunze wrote: *Method of staffing reserve officers organized among students of higher educational institutions in America was very much due to the development of democracy and its cheapness. Currently, 123 universities of the United States made military training for student volunteers, which constitute Training Corps of reserve officers, "reaching up to 60 thousand men"* [4].

Initially, military training was focused on training junior commanders, and since 1930 the War Cabinet began to prepare the military for middle-level commanders. This form of military training is fully justified and posing a challenging task, facing the leadership of the country – the accumulation of reserve military personnel. Military departments fail to attract students who are suitable for military service for health reasons. The system of military training of students became organically supplementing the network of military educational institutions. This system worked until 1939, after which the universities switched to training specialists in ratings.

The study of historical references in the present Republic of Kazakhstan higher education institutions, archives materials showed that the preparation of reserve commanders was carried out in the Kazakh State University, Kazakh Mining and Metallurgical Institute and the Alma-Ata Medical Institute.

The beginning and course of World War II demanded the mass deployment of new units and filling a large number of command personnel. Tens of thousands of students, teachers, researchers were mobilized into the army, went to work in factories and construction plants of the country. All higher education institutions of the country in the 1941-1942 school year went to work on the curriculum of the reduction of training. But throughout the war the Graduate School did not stop training specialists. In the first days of the war, many teachers and students of Kazakhstan also went to the front.

Kazakhstan was the source of human resources in the army, front arsenal, rear for evacuees, the place for the survival of the repressed. Western regions during the Battle of Stalingrad became a front strip. Thus, the contribution to the victory of a small nation – Kazakhs – is majestic. And

so, no major twists in Patriotic History is able to repay the sacred fire that ignites the hearts of our countrymen with undying love for their homeland. Their example is given to new generations of mighty energy reviving Kazakhstan's patriotism

In the course of the war due to the lack of command cadres on the middle level on April 13, 1944 the number of educational institutions reintroduced military training of reserve officers. Its main function was the fill in the replenishment of reserve officers.

The military departments began real reserve officers training in the 60s and 70s. In Kazakhstan, providing students with the program of military training was carried out in more than a dozen universities. Gradually, universities developed strong military-pedagogical collectives, created modern material and technical base.

Such a state existed at the time of the collapse of the Soviet Union's system of military training of students as a whole make up for the needs of the army reserve officers and staff. Then the practice was to recruit graduates of educational institutions of civil military service for two years. These activities contributed to improving and sustaining the skills of reserve officers.

Today the Republic of Kazakhstan continue the Reserve Officer Training best traditions of Soviet military schools in the leading military departments of civil higher educational institutions. Currently, 25 military departments, which created educational material and technical base, selected and appointed faculty operate within the country's higher education institutions. Thus, our historical analysis of reserve officer training in higher education institutions of Kazakhstan allow drawing the following conclusions:

1. The historical experience of training reserve officers which took place in our country in one form or another has been a phenomenon of the time. The process of preparation of reserve officers in higher education has been complex, that step determines changes in public policy in the sphere of military security.

2. Military training in the civil institutions of higher education introduced in the 20s of the 20th century, and to date remains the main form of training reserve officers for wartime. This period was a time of the most effective operation of the military departments, when they became a real source of the highly reserve officers.

3. From 1991 up to now, we have provided voluntary training of citizens in the military training in civilian higher education institutions followed by a call to military service as an officer. Times have changed and so has the capacity of the State. There was a need to create a more flexible, mobile and inexpensive system for reserve officers, on its effectiveness not

concede, and even superior to the old. This historic creativity must be used in the new socio-economic conditions

### **References**

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