

The homeland in children's literature -An analytical study in anecdotal models-

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Abstract:

Children's literature includes stories, poems, plays, etc., and is written for children under adolescence, it has rules, foundations, contents and issues closely related to childhood, and its issues coincide mostly with the requirements of the child, as well as taking into account his needs and desires, and contribute significantly to his upbringing, guidance, refinement of his personality, and good guidance, in this direction this article comes to discuss the presence of the homeland in children's literature through sacrifice, belonging and sincerity ... etc., as central concepts in indoctrinating the child with patriotism.

Keywords: homeland, belonging, sacrifice, loyalty, rejection.

Introduction

Homeland is a small word in form, but it is huge in value; its meanings have exceeded the number of its letters. It is undoubtedly one of the basic constants of every society and every individual (homeland, language, creed) an equation that is easy on the face of it and deep in its meaning.

The word "homeland"(1) just as the national – which is inevitably eradicated from it – received great attention by writers, creators and writers because the Arab writer – like others – showed great interest in the issues of his society, so that interest was reflected in his literature and creations of different genders, both poetry and prose, and children's literature had a greater share like other literatures and perhaps more because the child urgently needs to receive such values and constants at such a sensitive age stage of his life, namely Childhood.

In order for the child to realize the reality of this intrinsic value of the homeland, there is nothing better than the means of stories "children's stories", in

which the book paid great attention to such values such as homeland, patriotism, citizenship, and belonging because of their importance in the formation and refinement of the child's personality. When a child knows such concepts from a young age and grows up on them, when he grows up he becomes a good citizen who loves his homeland very much attached to it, loyal to it and reconciled with himself and his conscience, The specialist in psychology and psychotherapist called "Anita Tutikan" talked about how to raise a child to love the homeland, saying: «Raising children to love the homeland is one of the important meanings that must be taken care of by parents and educators because it generates in children loyalty, belonging and continuous work for the renaissance and elevation of their homeland, as it teaches them that there is a greater goal for which they live in this life that goes beyond this goal of personal interest to the public and social interest». (2)

Perhaps this is the ultimate goal behind indoctrinating the child with such values, as values are one of the most important educational premises towards leadership and progress, especially the values of citizenship and their impact on achieving balance in society and developing a sense and loyalty to the homeland.(3) Moreover, the active upbringing of the child includes standing on the most important values and correct data from the beginning, «normal childhood is ultimately the product of the quality of socialization received by the individual, and this is confirmed by many social and psychological theories». (4)

Certainly, there are many ways to teach a child the most important things, knowledge, values and information for a rational upbringing. One of the most important of these means is children's stories of varying importance, given the topics and ideas they contain. Thus, the writer Rajab Kammoun and Nouredine Al-Munadi in the story "My Country First" and Rawda Al-Shamkhi in the story "The Wish of Yasser" sought to consolidate the value of homeland and patriotism in the hearts of children through the heroes of the two aforementioned stories. Before we go back to the dimensions of the value of the homeland in the two stories, there is no harm in standing up to clarify some concepts, as long as we are dealing with a children's blog.

Today's child is tomorrow's future: It is our duty to teach the child how to love his homeland and to understand the meaning of homeland and patriotism and how to practice it.

Every loyal person to his homeland is called "my homeland" and patriotism is a beautiful feeling that binds the individual to his homeland in which he grew up, which is a preferred value in Islam because it means, among other things, "the individual's love for his homeland and his country, his fulfillment of the legitimate rights of his homeland in Islam, the development of the bond between the sons of the same homeland and guiding them to the path of using this strengthening in their interests, which Islam considers a necessary obligation... The Prophet (peace and blessings of Allaah be upon him) said: "Be with Allah our brothers." (5)

For this child to succeed in the future, he must receive proper and correct indoctrination of such values and concepts in order to invest them later in building and preserving the future of his country. We do not find in such a place better than our Messenger and Prophet Muhammad, may God's prayers and peace be upon him, we imitate him in such a place, he was born, grew up and grew up in Mecca and loved it very much, and when he left it he was hated, but his love for it remained stuck to the convolutions of his hollow, it was mentioned from Ibn Abbas (may Allah be pleased with him) that he said: The Messenger of Allah (may Allah's peace and blessings be upon him) said about his love for Mecca: "I do not love you from a country, and I do not love you to me, and if my people had not driven me out of you, I would not have lived except you." (6)

It is noticeable that the words of the Prophet (peace and blessings of Allaah be upon him) are a clear reference to loyalty to the homeland and sincerity in its love, which is the responsibility of all, and the homeland at the origin of its concept: "It is derived from the triple root (homeland) shared by all nations and an entity that imposes a firm existence on the belonging individual who feels that his problems are indivisible and inseparable from the problems of other members of society."(7) Perhaps this is what happened to the two children Hassan and Yasser in the story

"Yasser's Wish" by the writer "Rawda Al-Shamkhi", in which many values are presented such as: the importance of the homeland, the importance of love for the homeland, loyalty to it, and the intensity of attachment to it, even if we are far from it.

1- The importance of patriotism

This value is greatly manifested through the main protagonist of the story represented by the character of "Yasser", who «who shed tears in silence whenever he listened to the anthem of the homeland (protectors of fever) and no one realized him from Thabel, but today his classmate at school called (Hassan) turned to him and wants to talk to him about something surreptitiously for fear of punishment for his teacher, so he was astonished about what he saw and the time of saluting the flag almost ended until he took the initiative to ask eagerly: What makes you cry, Yasser?" (8)

What made Yasser cry, or rather why did Yasser cry when he heard the national anthem? The national anthem mentioned in the story "Protectors of the Fever" is the anthem of the Republic of Tunisia, where the child "Yasser" lives, who turns out in the middle of the story that he is Palestinian and not a Tunisian belonging to the displaced Palestinians. It is clear that Yasser's love for his homeland and his distance from him and his longing for him tears his insides, which made him silent and does not respond to the question of the child "Hassan" his friend, but «but left the school yard heading towards the classroom with his head down, bent back, and his face overflowing with sadness, it is like carrying the worries of the world He is like someone who carries the worries of the world (9).

Yasser has possessed a severe state of sadness, so the writer describes it to increase in the same reader, who is of his age, of course, the intensity of interest in the subject, and the intensity of interest in the homeland at the same time, because it is known to the child that it improves the expression of crying when sad or damaged, and laughter and happiness when he rejoices, and it seems that this state of sadness

used to possess him every morning when he stands with his colleagues to perform the flag salute and hear the national anthem in the school yard.

What can also be concluded is that the writer did well to play the strings in this story, focusing on the morning flag greeting in particular without other signs or indicators that have to do with arousing and irritating feelings of patriotism and showing its value, we teach our children lessons a value that seems essential in these early stages of the child's life, and this value is represented in the flag salute, which is one of the most important influential tools for such a topic, and so children.

Yasser employed in the story a positive coding for children of his age and circumstances, and how they should comply with such constants from a young age due to their importance in the life of each individual. The intense longing for the homeland, the sense of alienation and nostalgia for the homeland are all motives that filled Yasser's heart with sadness and pain and occupied his thought, and this is what made him withdraw in silence because his circumstances currently prevent him from revealing his secret and the secret of the intense crying that afflicts him at every flag greeting. But crying did not prevent him from enjoying a national anthem other than the anthem of his country, he lives as an expatriate, but it is enough that this anthem revived within him the intensity of his longing for his homeland, it is evidence of the proper upbringing received by the child Yasser by his family represented by his parents, and this is another message broadcast by the storyteller between the folds of the lines to indicate that the responsibility of parents is a major responsibility in consolidating the national constants in the hearts of their children, and that these things start from home first and then supported by school after a while.

The family of "Yasser" has succeeded in instilling such belonging in his heart and such transcendent feelings, as he dreams of the moment when he returns with joy to his homeland, accompanied by his great sense of belonging in the bosom of his homeland, so is the homeland growing inside us every day and growing with it our strong sincere shares that translate the spirit of patriotism in all its connotations, patriotism is a multidimensional concept that contains political, social and cultural

connotations, and it is a comprehensive human concept, patriotism is an intense emotion that the individual feels towards his homeland. (10)

This feeling comes with a lot of longing, nostalgia and an unquenchable desire to return to the motherland (11). "The nostalgia of the soul for its hometown is a sense of belonging, and it is a sign of common sense", proper education and reconciliation with oneself, but that sadness and those pains felt by Yasser are only a reflection of the close relationship of attachment that binds him to his lost homeland.

The events of the story accelerate and the students line up "waiting for their teacher to come, racing, laughing and exchanging interesting childish tales, while Hassan and Yasser are both preoccupied with thought." (12)

The situation remained as it is, "Hassan" is preoccupied with the refusal of his friend "Yasser" to answer his question, and Yasser is resigned to his sadness for some reason crowded inside him of spiritual and emotional meanings that exceeded the boundaries of the place and dragged him out of all distances and kept him crying every morning living on the dream of Awwa and the memory of the homeland, because the homeland, as some have interpreted it, is "linked to spiritual and emotional meanings that transcend its spatial boundaries, which are the ones that compose between its affiliates, whether in their bilateral relations or in their relations with those who threaten them from abroad."(13)

Despite the young age of "Yasser", he is still an adult child, but he is unable to portray his belonging to his homeland with his positive emotional state that proves his patriotism in the first place, as patriotism is "a term used to denote positive and pro-national attitudes by individuals and groups" (14). Patriotism is a multidimensional concept that contains political, social, moral and cultural connotations, and it is a comprehensive human concept, as patriotism is an intense emotion that the individual feels towards his homeland.

Yasser shows involuntary submission, overflowing with tenderness, love, longing and longing for his homeland, positive feelings and feelings that reflect rare values that his friend Hassan, who listens to the anthem "with emotional coldness,

that is, without feeling the value of those words that are said against the homeland and the recording device is repaired" (15). Is Hassan a symbol of the non-national citizen, citizenship is born in the context of patriotism, and in this regard Dr. Ibrahim Mustafa leads: «As for patriotism, it comes as an intellectual framework surrounding citizenship, in the sense that patriotism is an intellectual process, while citizenship is a practice, and the individual may be a citizen but may not be patriotic». (16)

In this case and because of what was mentioned in the details of the events of the story, Hassan can be considered while he is still a small child as a symbol of the non-patriotic individual, the coldness of the feelings he feels towards the national anthem every morning is unusual and somewhat unacceptable, and it is undoubtedly one of the rejected feelings that we consider a clear signal to every father and every mother who failed to provide her son or daughter with feelings of patriotism that grow up with us and pass with us all stages of life, while Al-Tafr Yasser is a living example of guidance. Al-Hassan is educational and psychological, which is our duty to teach our children at such an age, so the writer showed Yasser's feeling in a distinctive way, as he is closely linked to his first homeland, which links him to his roots and origins, and his father and mother have worked hard to guide him in the good direction, and teach him the concept of patriotism. We have invested this well in their son Yasser, which led to deepening his awareness despite his young age and reviving his sense of patriotism in good connection with his country of origin, as a person, whoever he is, improves the emotional connection to the place where his roots are linked or grew up for the first time, and his attachment to him increases as he grows older and older, or the more he moves away from him.

The link to the place is a phenomenon represented by the ancient pre-Islamic man, especially the pre-Islamic Arab poet, as he was the first to translate in his commentaries the relationship of man to the place through the pause in the poetry of the pendants. It seems that this relationship is sacred, strong, does not disappear and is not erased by time, as the connection to the place reflects many images, the most

important of which are patriotism, authenticity and belonging, and other feelings, emotional values and fixed spiritual principles.

This is how this story came to translate the importance of patriotism and the positivity of this relationship represented in Yasser's crying and silence.

The events of the story overlap and comes the activation of the Thinking Club, a club created by Mrs. "Waad" in which she teaches children the meaning of asking a question and the different ways to answer it... The students entered into joy and cheerfulness, waiting for the topic of dialogue... Teacher Waad believed that the discussion with her students would address the topic of dreams and wishes: What is the meaning of a dream? And what can a person dream of? And how does he work to achieve his dream? Each disciple began to think... Except Hassan and Yasser. This aroused the teacher's attention and prompted her to address Yasser: What is your wish in this life, Yasser? (17) , it seems that the subject of the question was appropriate for the psychological state of Yasser, as the question may break that silence that Yasser adheres to.

According to the rest of the story A, everyone is waiting with great interest for Yasser's answer: "Yasser raised his head and removed his long locks of hair from his forehead, and the features of sadness appeared on his face... But he couldn't speak, and the teacher urged him to do so, saying, "Speak, my son, and let your thoughts and feelings run wild... In this class, you are free to think and express without deviating from the appropriate phrases and values." (18)

The teacher was able to insist on Yasser to give his answer, and finally spoke: «Yasser gathered his strength and said words dripping sadness: "My wish is an inch of land in Palestine built on it a house, even of mud, if I remain alive I live in it and if the inevitable term passed me rich, I dream of returning to my country and I will continue to dream of that until the last breath in my life» (19) .

Yasser's answer was like a thunderbolt, as "everyone was amazed at this funny wish of a child at the age of buds, and the teacher could not hide a tear that flowed down her cheeks... The teacher said, without diverting her gaze from the children:

"The homeland is dear and deserves love and appreciation, as it deserves to work on its development and development, life may give you what is priceless, but you may waste it in vain if you are not serious about preserving it."(20)

The teacher found the way to comment after she heard it from Yasser's answer, which warmed her chest and raised the astonishment of the rest of the students due to the precious value of what Yasser feels much, she took the opportunity and was encouraged by what Yasser said about the dream of returning to his homeland and land, which did not help him, he does not mind returning dead, the important thing is that he is covered with the soil of his homeland.

This is how the teacher explained the importance of patriotism and good teaching of this value to children, as such values are planted in childhood to germinate fertile seeds and have good fruits in the future.

The teacher issued a set of recommendations:

My sons, beware of your failure to love and care for the homeland, the land from which you came out of its womb and into its womb you will return one day and die, but between birth and death there is a time for life long or short that must be suitable for man and you are the one who will make life like this on this land of yours (21) .

The teacher's first commandment refers to the importance of patriotism and then the importance of adhering to it, while the second commandment refers to deepening good belonging to the homeland, because "the nature of the relationship between citizenship and belonging is a moral relationship linked to love of the homeland and loyalty to others, and it is inherent in the nature of the human soul." (22).

2. Affiliation (23):

The teacher has honored Yasser's dream when she discovered the secret and discovered that Yasser does not carry in his heart a dream only, but the issue of pain to us all is the issue of "Palestine", and has confirmed the validity of the words of Yasser, despite his young age, but it is the best translation of loyalty to his homeland

and a sense of great belonging to his land, «belonging is an internal feeling that makes the citizen work enthusiastically and sincerely to upgrade his homeland and defend it». (24)

This happened with Yasser, although he is still a child, but he embodied the concept of belonging with confidence, which refers in most of its meanings to stability and the consolidation of the concept of homeland in the hearts of his citizens, and they feel that they are part of their homeland that keeps them and provides them with their rights in a better way and within the limits of available capabilities. (25)

Yasser's belonging to his homeland came in the form of an integrated emotional feeling of love, which he translated through the passion for return and the passion of dreaming to the last breath of his life. «Belonging to the homeland is a positive trend supported by love that the individual senses towards his homeland, confirming the existence of attachment and affiliation towards this homeland as a member of it, and feels proud and loyal towards him and is proud of his identity and unity with him, and is preoccupied with his issues, preserving his interests and wealth, encouraging and contributing to collective actions, interacting with the majority and not abandoning it». (26) With these specifications, everyone who has them becomes a citizen who loves his homeland and is loyal to him, sacrificing for him the most precious thing, the homeland is when these loyal people first and last, this is what happened to "Fareed" in the story "My Country First" by the authors "Rajab Kamoun" and "Noureddine Al-Manadi".

The story "My Country First" shows how important the homeland is and how much it is necessary to sacrifice for the homeland.

3 - Sacrifice for the homeland in the story "My Country First":

Sacrifice for the homeland is another concept of patriotism and a successful practice that seeks to consolidate the foundations of patriotism in oneself, this is what will become clear to us through the story of Rajab Kammoun and Noureddine Al-Manari in a story entitled "My Country First". This story takes place in the time of Covid-19, when "the pandemic strengthened and the dreaded virus wreaked havoc

across the planet with all its continents, spread fire in the ashem, it is transmitted without legs... bypassing men and stone, leaving a bad trace."(27). Sacrifice for the homeland is another concept of patriotism and a successful practice that seeks to consolidate the foundations of patriotism in oneself, this is what will become clear to us through the story of Rajab Kammoun and Nouredine Al-Manari in a story entitled "My Country First". This story takes place in the time of Covid-19, when "the pandemic strengthened and the dreaded virus wreaked havoc across the planet with all its continents, spread fire in the ashem, it is transmitted without legs... bypassing men and stone, leaving a bad trace."(28).

When the Covid-19 virus swept the world, its dire and negative effects began to appear at all levels, as the Corona pandemic, which is itself Covid-19, paralyzed the economic movement and obliged the residents to their homes, closing the doors, closing shops, closing the streets and emptying the squares except for doctors, paramedics, security men, army and volunteers, and hearts were filled with fear... The poor, the rich, the strong and the weak have been levelled by this catastrophe. (29)

Therefore, research has begun in activity, laboratories are in full swing, and doctors and both medical bodies in the world are discussing the issue of salvation from this deadly virus. "The young researcher Farid Al-Mughtarib had a great deal in one of the world's famous medical research laboratories... As he managed to decipher many of the deadly virus and succeeded in revealing its genetic makeup and thus the features of the vaccine, which became famous with him, so news agencies reported his news and spread his image on social networking sites, and the news swept the screens and radio stations, and the inhabitants of the world accepted it with hope and joy. (30)

The discovery of the antiviral by young researcher Farid came at the right time and he had received great fame among the people, "so news agencies reported his news and his picture spread on social media... Pharmaceutical factory owners and

political decision-makers raced to contact Farid and bargain with him about the production of the vaccine alone." (31)

The writer has benefited from the Corona pandemic and adopted it as a basic idea for the subject as a whole, trying to inform us that children's literature is no less important than adult literature, as it is also literature that accompanies reality and is interested in conveying its facts and the course of its events, but the most prominent of them, and that it is literature that is capable of experiencing reality, and the truth of this is the nature of literature and art in general, as "the subject of the epidemic has always been a literary tradition broadcast in literary history, and a number of novelists and poets dealt with human stories ranging from intimacy, separation, and feelings of losing his beloved to the epidemic and Those trapped in quarantine, afraid of infection or fleeing death." (32)

Thus, the writer made the idea of the epidemic the strong reason that showed the patriotism of the researcher Farid who researched and discovered the antibiotic for the Corona virus, which is a very creamy patriotism that permeates his veins, and he proved this with the uniqueness of the plot of the few events considering the size of the story and the category allocated to reading it, which is the category of children.

4- The hero "farid" and the principle of rejection:

It seems that the choice of the name Farid by the writer was not a random choice but was intentional, the young researcher called Farid who lives as an expatriate possessed a strange uniqueness in adhering to his homeland and preferring to benefit from the vaccine that he discovered as an anti-virus, despite all the temptations and pressures he was exposed to, the authorities equated him in taking the vaccine «but it was difficult for them to negotiate with Farid because he adhered to the principle of involving his country first in enjoying the vaccine before everyone». (33)

The uniqueness of Fred's position is evident in his rejection of all the bargains that were proposed to him over the acquisition of his discovery, while he faithfully and patriotically offered them the principle of "putting his country first in the enjoyment of the vaccine before everyone".(34) But Fareed's love for his homeland, which he

received since childhood and grew up with him in youth, prevented him from accepting their offers, and when they rejected his offer, he increased his reluctance and what was from him «except that he kept the secrets of his research and missed sight and had to not appear, adhering to his position in giving preference to his homeland, rejecting their last offer of granting him their nationality in exchange for giving up his nationality and cooperating in the production of the vaccine and sharing profits». (35)

But Farid's love for his homeland made him make a sovereign decision to reject such proposals and rush to return home, "he felt that the homeland was calling him and could not ignore his call." (36)

The writer wants to show the intensity of Fred's adherence to his position in not detracting from his patriotism, and that he preferred to return, leaving behind all the privileges that he enjoyed and that they promised him in the event that he accepted their suggestions, but he returned to his homeland «The plane took off from the airport of that European capital, and everyone on board was from the sons of the homeland working abroad, including the doctor researcher discoverer Fareed, who left his family and relatives and was absent ten years ago, and his return was delayed for months due to the Corona pandemic». (37)

What proves Fareed's keenness not to harm his homeland or the people of his homeland is his keenness when he boarded the plane to be equipped like others with the conditions of prevention, as he «Farid was armed, like others, with the requirements of the flight in such circumstances with decent masks, sterile liquids and analysis certificates proving that he is not carrying or infected with Corona». (38)

The writer continues to broadcast strong signals to the child that include patriotism, all of which come from Farid and are no less important than each other in instilling the spirit of sacrificing ourselves towards the homeland, and this was manifested by the great longing that shook Fred's hollow to his parents and siblings.

- Take a break or tour in the land of his good homeland after arrival.

- The strong shiver, the loud chills and the rapid pulse of his kiss as he sensed the plane enter the skies of home.

When the plane landed and he descended, he prostrated himself kissing the ground longingly, "and then he knelt down, raising his hands to the sky in thanks and supplication, and then the procedures of acceptance, surveillance and inspection took him." (39)

The writer continues his keenness to mention the details of the unusual arrival due to the pandemic, indoctrinating the child with preventive information, and here the educational awareness purpose of the child is manifested in a very simple manner all the security and preventive measures that Farid received when he entered the home airport, he says, describing what is happening to Fareed: «And then I took him the admission and inspection procedures, which were not normal, but rather a lot of mistrust and lack of reassurance, it lacks the usual screen of the customs and reception agents, as they only showed the artificial thing Keeping a safe distance from infection, Farid entered the lobby of the waiting bubble and pushed in front of him a cart filled with bags." (40)

As mentioned above, the writer seeks to provide the child with some information about how to receive the visitor who came from outside the country by not approaching him and respecting the safety distance to avoid the transmission of infection. Then he explains their anxiety and lack of their faces to the usual sense (customs agents), and then it is details from the general culture on how to deal with others during the pandemic, ending by mentioning the need to quarantine and transfer all arrivals to the hostel, he says: «They took a car that took them to the hostel where quarantine is mandatory, and Farid was not able to return to the village until two weeks later». (41)

The writer continues to broadcast positive signals that contribute to the preparation of the child's personality and refine it by clarifying the moment of meeting Farid with his simple parents «toured his gaze in the place looking for his parents and as soon as he saw them even they embraced them and the parts of his face

appeared in silence and affected mixed with joy as if I was saying to his mother: You are the most expensive, you are the highest, no matter how high I am and has built me, and..... You are the soul No matter how old it is, Fred's laughter was mixed and tears ran down his cheeks." (42)

It is the love of parents and even dedication to their love, despite the degree that Farid acquires and despite his prestigious position, he seems very ordinary in front of his parents, they are the most precious, the soul and the pyramid.

It is a good gesture from the writer to market events from time to time to another direction, which in turn strengthens adherence to the homeland, it is the love of parents, as they are the smallest homeland whose love is no less important than the love of the larger homeland (the country).

The author continues events in a somewhat accelerated manner than before, summarizing Farid's travel to the country's capital and the fact that his project was funded by "departments and centers related to his research and discovery and welcomed him very much." (43)

5- Devotion to the homeland:

The clever signal we draw from this passage is to teach the child that we must give more to the homeland and that sincerity in giving is success itself. Al-Fareed's clinical trials were met with all the success, which made him appear more active and energetic after he became the focus of everyone's attention because of his research that he presented to serve his country and the people of his country in such a danger to them due to the pandemic, so his efforts did not go to him, as he reached his destination and achieved what he wished for his country of leadership, everyone praises and glorifies as he responds in his scientific conferences and press seminars to the questions of international correspondents by saying from a mother] I learned attachment to the land and love of the homeland and from my father I learned sacrifice For His sake and loyalty to His values, and we have grown up on them." (44)

Let's look at how the writer sought by highlighting such rare values in the character of Fareed, as he is an active and important monkey, and how these values contribute to the development of patriotism and satisfy its need despite his young age. Children's literature has an important and major role in satisfying the psychological needs of the child. (45)

Among these psychological needs is the writer's attempt to create a balance in the child's personality, this balance is completed by saturating the child in his sense of belonging to the homeland that there is a geographical embrace that the child is happy to belong to, preserve and sacrifice for his sake, so the child comes reconciled with himself and with his identity, loving his land and homeland and defending them in time of need, as did Farid who was able to create security, safety, safety and tranquility by defending his homeland and his family and protecting them from the danger of the pandemic through vaccine treatment.

6- The principle of cooperation:

The writer also establishes the principle of cooperation with all possible parties in the homeland, which can extend a helping hand and encourage the people of the homeland to serve it in order to lavish one of them on his homeland relentlessly whenever the opportunity arises, Farid says, speaking about his father's fatigue because of the experience he lived in resisting the colonizer: «And here I respond to the act with such tenderness in resisting diseases and poverty, and I will work to spread development as much as I can for that way, so love of the homeland is faith and sacrifice for it is everyone's self, money or with thought and feelings." (46)

It is the need for love, but the urgent need for it; «as it is satisfied in the child through all the poems, songs, songs and stories presented to him, the intimate relationship that occurs between him and the heroes and characters of these works makes him sympathize with her and feel love towards her». (47)

With this way, the child comes reconciled with himself, if he loves his homeland, everyone loves «care through education and authorship without offending the child's

taste or insulting his personality has a great impact on his future life, especially if we know how to offer him this meal». (48)

This is how the writer and his colleague conclude their story with a fundamental lesson of high value in patriotism for our children, children are the future of tomorrow, and to consolidate such principles must be instilled from the beginning in order to bear good fruits at the end.

7. Conclusion :

Finally, we say that children's stories are paragraphs that have special technical information based on a set of incidents related to reality, and aim to instill positive values and trends in the hearts of young people and satisfy their desires and psychological needs... This art is also one of the most prominent arts of children's literature... This is why he was able to establish many values, especially the child's relationship with his homeland. We have clearly observed such values and principles in the two meaningful stories that are the subject of this work.

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11. In poetry, novel and article, this is how Corona infiltrated the notebooks of writers, Al-Jazeera, 5/9/2020, without author, aljazeera.net
12. Kaab Hatem, Children's literature and its role in meeting the psychological needs of the child. <https://asjp.cerist.dz>
13. Mourad Bouayach, The Concept of Homeland and Patriotism in the Algerian National Movement Program, Higher School of Teachers, Bouzareah, Algeria.
14. Matouk Jamal, The reality of childhood in the Arab world between abuse and inferiority, Journal of Work Education Society, Review of Society Education Work, Issue 1, June 2016.
15. Nahla Mohamed Mustafa, The concept of citizenship and the foundations on which it is based in Germany and Egypt, a comparative study, Menoufia University, Faculty of Law for Graduate Studies and Research.

(1) It says in Lisan al-Arab: that the homeland is « the house in which you reside and it is the home of man and his place and he was mitigated by Rubah in saying:

I settled a homeland that was not from my homeland if

(...) It was mentioned in its place and plural homelands and homelands of sheep and cows, their places and places to which they shelter (...) and the citizens of Mecca: agreeing with it, and from that homeland in the place, and a homeland that the latter resided above and his homeland took it as a homeland, it is said: The homeland of so-and-so is such and such a land, that is, he took it as a place and a dwelling in which he resides.

See: Ibn Manzur: Lisan al-Arab, edited by: Abdullah Ali al-Kabir, Muhammad Ahmad Hasab Allah and Hashem Muhammad al-Shazly, Dar al-Maaref, Cairo, vol. 6, p. 4868.

(2) Beautiful Life, Larice Maasrani, The Opinion of Psychology in Developing the National Sense of Childhood Mind, Parents Role Models for Children, 21 December 2016, <http://www.jamila.qa>.

(3)Al-Rifai, Ghalia bint Hamid bin Shadid, The Role of Government Kindergarten Teachers in Developing the Values of Citizenship among Children, A Proposed Conception, Journal of the Faculty of Education, Al-Azhar University, Volume 34, Issue 164, Part 2, July 2011, Egypt, p. 24.

(4) Matouk Jamal, The reality of childhood in the Arab world between abuse and inferiority, Journal of the Society of Labor Education, Review of Society Education Work, Issue 1, June 2016, p. 102.

(5) Salwa bint Muhammad Al-Mahmadi, The Concept of Patriotism and Legal Rooting, a research presented to the symposium on national belonging in public education, visions and aspirations, held at Imam Muhammad bin Saud University, Saudi Arabia, 2009, p. 7.

(6) See: Sahih Sunan al-Tirmidhi, investigated by al-Albani, 1st edition, 1408 AH, Library of Education, Western Gulf States, Riyadh, 2503.

(7) Ibrahim Mustafa Al-Fatoun, National Implications in the Poetry of Ahmed Salem, Analytical Study, Al-Jouf University, Saudi Arabia, p. 2412.

(8) Rawda Al-Shamkhi, Omnia Yasser (The Story), Kunooz for Publishing and Distribution, 2020, Nabeul, Tunisia, dt, p. 2.

(9) The story, p. 4.

(10) Ibrahim Mustafa Al-Fatoun, National Implications in the Poetry of Ahmed Salem, pp. 18-19.

(11) Ibid., p. 28.

(12) Al-Qassa, p. 5.

(13) Mourad Bouayach, The Concept of Homeland and Patriotism in the Program of the Algerian National Movement, Higher School of Teachers, Bouzareah, Algeria, p. 292.

(14) Ibid., p. 293.

(15) The story, p. 2.

(16) Ibrahim Mustafa Al-Fatoun, National Implications in the Poetry of Ahmed Salem, p. 18.

(17) The Story, pp. 86-87.

(18) The Story, pp. 10-11.

(19) The Story, p. 12.

(20) The Story, p. 13.

(21) The Story, pp. 3-4.

(22) Nahla Mohamed Mustafa, The Concept of Citizenship and the Foundations on which it is based in Germany and Egypt, a comparative study, Menoufia University, Faculty of Law for Graduate Studies and Research, p. 39.

(23) It is stated in the refinement of the language: "So-and-so belonged to so-and-so, if he rose to him in lineage. His grandfather grew up if he raised his lineage to him, and from him he said:

Namani to the perches of all Samida

And every height: belonging. It is said: So-and-so belonged above the pillow, and from it Al-Jaadi said:

If they belong on top of the bed, they will be above them."

- See Al-Azhari (Muhammad bin Ahmed bin Al-Azhari Al-Harawi, Abu Mansour d. 370 AH), Refinement of the language, edited by: Muhammad Awad Merheb, House of Revival of Arab Heritage - Beirut, the first, 2001 AD, vol. 15, pp. 371-372.

(24)Ibid., p. 39.

(25) Ibid., p. 39.

(26) Attia bin Hamid bin Diab Al-Maliki, Teaching National Education in Developing the Values of Citizenship among Primary School Students, p. 11.

(27)Rajab Kammoun and Nouredine Al-Manari, Watani First (The Story), Dar Al-Maaref for Publishing and Distribution, Tunisia, 1st Edition, 2024, p. 2.

(28)The Story, pp. 2-3.

(29)The Story, 3-4.

(30)The Story, p. 5.

(31)The Story, pp. 5-6.

(32)In poetry, novel and article, this is how Corona infiltrated the notebooks of writers, Al-Jazeera, 5/9/2020, without an author, aljazeera.net

(33)The Story, p. 6.

(34)The story, p. 6.

(35)The story, p. 6.

(36)The story, p. 6.

(37)The Story, p. 7.

(38)Al-Qassa, p. 7.

(39)The story, p. 8.

(40)The Story, p. 8.

(41)The Story, p. 11.

(42)The story, p. 10.

(43) Al-Qassa, p. 12.

(44) The story, p. 12.

(45) Rushdi Ahmed Taima, Eid Belouli, Children's Literary Text in Algeria, A Historical and Artistic Study, Dar Houma, Algeria, 2003, p. 27.

(46) Al-Qassa, p. 12.

(47) Kaab Hatem, Children's literature and its role in meeting the psychological needs of children, p. 5. <https://asjp.cerist.dz>

(48) Ibid., p. 6.