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Принципы патриотического воспитания студентов

Введение. Изучение современного состояния патриотического воспитания студенческой молодежи, которая в соответствии с возрастными психологическими характеристиками является социально активной группой, обладающей, с одной стороны, большим потенциалом для всестороннего развития, а с другой стороны, испытывающей различные трудности в самореализации, общении, адекватности восприятия жизни, совмещении учебы и работы, является социально важной задачей. Целью работы является обоснование принципов патриотического воспитания студентов.

Материалы и методы. Использованы научные публикации периода 2017-2023 гг., раскрывающие различные аспекты патриотического воспитания студентов и курсантов, а также базовые положения Методических рекомендаций «Основы патриотического воспитания граждан Российской Федерации».

Результаты. Анализ современных теоретических и прикладных исследований патриотического воспитания показал достаточно высокий методологический уровень работ, связывающих понятие патриотизма с патриотической культурой, безопасностью Родины, ценностями личности, осознанным творческим исполнением гражданского и воинского долга и др.

Отмечаются как положительные, так и негативные психологические феномены по отношению к патриотизму: от четкого понимания студентами важности наличия патриотизма и активной вовлеченности в патриотическую работу до недооценки роли патриотизма и пассивности в этой сфере жизнедеятельности. Необходима объективная оценка сформированности патриотизма и создание условий для его развития всеми силами и средствами образовательной организации.

Заключение. Обоснованы следующие принципы патриотического воспитания студентов: научности, системности, преемственности, актуальности, активности, интегративности, кreatивности, непрерывности. Предлагаемый подход к пониманию принципов патриотического воспитания студенческой молодежи рассматривается как методологический вклад в дальнейшее развитие теории и практики патриотического воспитания в высшей школе.

Ключевые слова: патриотическое воспитание, студенческая молодежь, учебно-профессиональная деятельность, патриотизм, принципы воспитания

Ссылка для цитирования:
Introduction. The study of current state of patriotic education of students is a socially important task: they represent a socially active group in terms of age-specific psychological characteristics and have a great potential for comprehensive development, on the one hand, while experiencing certain difficulties in self-realisation, communication, adequacy of life perception, hardships in combining study and work, on the other hand. The purpose of the work is to justify the principles of patriotic education of students.

Materials and methods. The authors used scientific publications of the period 2017-2023, that highlight various aspects of patriotic education of students and cadets, as well as rely on the basic provisions of the Methodological Recommendations “Foundations of patriotic education of Russian Federation citizens”.

Results. The analysis of modern theoretical and applied studies on patriotic education has shown quite a high methodological level of articles linking the concept of patriotism with patriotic culture, homeland security concept, personal values, conscious and creative fulfilment of civil and military duty, etc.

Both positive and negative psychological phenomena in perceiving patriotism were observed: from the students’ evident understanding of the importance of patriotism and active involvement in patriotic work to underestimation of the role of patriotism and passivity in this sphere. It is necessary to secure objective evaluation of the patriotic sentiment as well as the creation of due conditions for its development through all resources and means of the educational organisation.

Conclusion. The following principles of students’ patriotic education have been substantiated: scientific rigour, consistency, continuity, relevance, activity, integrity, creativity, regularity. The proposed approach to understanding the principles of patriotic education of students is considered as a methodological contribution to the further development of the theory and practice of patriotic education at higher school.

Keywords: patriotic education, students, educational and vocational activity, patriotism, principles of education

For Reference:
Patriotic education, as an integral part of any educational system, is supposed to meet the international initiatives in the area of sustainable development. For instance, the Global Education 2030 Agenda overseen by UNESCO identifies the following goals that are consistent with those of patriotic education: coverage of all education levels and emphasis on acquisition of skills necessary for one’s work (https://ru.unesco.org/).

The Methodological Recommendations “Foundations of patriotic education of Russian Federation citizens” provide basic information on the sphere of patriotic education and set the prospects of its development. As can be elucidated by the content, this document is intended to build a coherent system of patriotic education, combining the experience, projects and results of scientific research of all parties involved in its realisation. Indeed, such joint activities of various organisations and departments will make it possible to draw up a well-founded methodology of patriotic education capable of promptly responding to the challenges of our time and formulating the priority tasks for the future.

According to the Methodological Recommendations, patriotic education is a systemic and targeted activity of public authorities, civil society institutions and the family towards fostering people’s love and respect for their homeland, responsible attitude to their country, loyalty to their homeland, readiness to protect its interests and make a tangible contribution to its prosperity. The aim of patriotic education is shaping people’s patriotic consciousness, civic responsibility, love and respect for their homeland on the basis of shared patriotic values, pride in their country, its history and culture; achievements in economy, science and sport, readiness to serve the native land and secure constructive defence of the Russian Federation interests.

The following principles of patriotic work have been defined:

- understanding of the complex nature of patriotic education, which harmoniously combines spiritual/moral, civil/patriotic, military/patriotic, historical/cultural and other aspects;
- systemic and constructive interaction of various agencies, state and municipal authorities, educational institutions, youth policy-related, cultural-, sports- and social service establishments, public associations, non-profit organisations and other parties involved in the realisation of patriotic education strategies and programmes;
- continuous nature of patriotic education that should accompany a person throughout his/her life;
- targeted approach to the formation of patriotism, involving the use of modern relevant methods of patriotic work with regard for all age groups, social, professional and other communities;
- consideration of regional, national, ethno-cultural and other specificity, when selecting the content of patriotic programmes;
- preferring native and sincere forms of patriotic education, avoiding redundant and formal activities;
- preventing and overcoming false forms of patriotism that involve belittling other countries and peoples, fanaticism, aggression, cosmopolitanism;
timely response to any emerging nihilistic tendencies in the society and prompt development of adequate measures to counter any risks.

The Methodological Recommendations outline several main lines of patriotic education: 1) spiritual/moral education, 2) historical/cultural education, 3) civic/patriotic education, 4) military/patriotic education [16].

In this regard, it seems important to study the current state of patriotic education of students who, according to their age-specific psychological characteristics, represent a socially active group with a great potential for comprehensive development, on the one hand, while experiencing certain difficulties in self-realisation, communication, adequacy of life perception, hardships in combining study and work, on the other hand [25; 29]. The most favourable option of personality formation within the years of study at higher educational establishments is pronounced synchronisation of all life goals on the basis of the major role of educational and vocational activities. If the university graduates have formed the required qualities of a specialist and a patriot devoted to his/her homeland, to the scientific traditions and their teachers, it means that the educational institution has fully complied with the important governmental mission of training and educating a reliable generation.

The aim of the present is paper is to substantiate the principles of students’ patriotic education.

Materials and methods

The authors have used a corpus of modern research materials in the sphere of patriotic education at higher educational institutions and the basic provisions of the Methodological Recommendations “Foundations of patriotic education of Russian Federation citizens”. They also explored a number of scientific publications of the period 2017-2023, that reveal various aspects of patriotic education of students and cadets, as presented in some Russian top-rated periodicals included in the list of peer-reviewed journals under the auspices of the State Commission for Academic Degrees and Titles under the Ministry of Science and Higher Education of the Russian Federation. The authors used as well the sources published in the journals indexed in the international database Scopus (“Higher Education in Russia”, “Education and Science” and others), as well as in the journals included in other international scientometric citation systems.

Results

The researchers note the multidimensionality of patriotism and talk about the difficulty of objective assessment of its formation. S.S. Volkov, N.L. Puzevich, V.F. Vasilchenkov formulate the concept of patriotism as follows: “Patriotism is love for one’s homeland, its people, expressed as a conscious and creative fulfilment of civil and military duty, with readiness to make sacrifice and perform feats” [5, p. 156].

M.S. Ivanov believes that patriotism is expressed in the efforts to ensure homeland security, manifested in readiness to protect it, to serve its interests both at the general cultural and personal level. Security is understood in the sense of not only safety, but also well-being. A true patriot wishes well-being to his/her homeland and is ready to contribute to it [9].
S.N. Filipchenko introduces the concept of “patriotic culture” as a scientific knowledge of the history of one’s state, its traditions, ideology, understanding of patriotic duty, love for small and big homeland, a sense of engagement with the events in the country and the national pride, awareness of one’s dignity and duty, selfless and conscientious service to the homeland, preservation of patriotic traditions, participation in them and transfer them to the next generation. Patriotic culture also means young people’s self-cognition as subjects of the educational and pedagogical process, due planning of one’s life path, readiness to multiply the patriotic experience of the past and the present. The formation of patriotic culture is possible through the study of relevant academic disciplines and through psychological and pedagogical training at general-education and youth organisations [27].

A number of essays devoted to civic/patriotic and military/patriotic education stand out in the publications on patriotic education. In particular, I.Ya. Murzina and S.V. Kazakova describe such ways and forms of civic/patriotic education as participation in socially approved projects, formation of civic/legal and tolerant ideology, due media education and military/patriotic training based on military traditions, museum pedagogy, participation in historical reconstruction events, computer games of proper content. M.V. Bugai and co-authors substantiate one of the approaches to the organisation of students’ military/patriotic education under the conditions of integration of military and civil education [3], etc.

Studying the trends of patriotic education at a modern university, K.A. Frolova considers, as the most important tasks, the formation of positive attitude towards the native country, respect for the history of the state; development of students’ active civil position and national identity; creation of resource base for the realisation of patriotic activities by student governing bodies; development of students’ pride in the history and culture of their native country and its heroic past; development of due educational and methodological base to ensure consistent and systemic work in the sphere of civil/patriotic education; monitoring and control of realisation of civil/patriotic education within the framework of training sessions [28].

A.S. Verguz emphasises the importance of the integrative/pragmatic approach which supposes fostering the personal civic consciousness in the process of educating students and young people; it involves as well the integration of the above in educational and extracurricular activities, with active contribution of family education, which ultimately provides an enhanced resource for personal creativity and contributes to value-based education [4].

Analysing the students’ attitudes towards patriotic education and participation in patriotic events, E.A. Kogan comes to the following conclusions: 1. a significant proportion of students admit that patriotic education at higher educational institutions is necessary; still the share of those who participate in patriotic events is quite low; 2. half of the surveyed students tend to believe that the higher educational institution is able to form and develop patriotic values in students; still many of them are afraid of formalism and pressure (possibly, some negative experience of participating in such events at school has affected their position). 3. students often give subjective reasons for unwillingness to take part in patriotic events: being busy, laziness, etc.; however, they are quite willing to take part in them if they prove to be interesting [12].

A.S. Nefedova’s research showed a number of negative features characteristic of students, such as underestimation of the role and importance of patriotism; preference of material values over the values of spiritual culture, literature, science; lack of due understanding of
the complexity and contradictory character of processes and phenomena taking place in the
society, etc. The author makes a conclusion on the importance of considering these features
in the organisation and realisation of patriotic education at universities, to be pursued on
a regular basis as multifaceted events: military/sports games, sports competitions and
relay races, rallies, student associations (public order squads, rescue squads, volunteer
movements, etc.); participation in memory watch gatherings, search activities, athletic
contests, courage lessons, visiting all kinds of exhibitions and many other activities [22].

S.P. Kulikov and S.V. Novikov also draw attention to the need for regular, not occasional,
work with young people towards development and strengthening of patriotic feelings,
not to be limited to lessons of courage, celebration of the Victory Day and the Russia Day.
Patriotic education is a complex process requiring informal approach in actualisation of the
deep-seated emotions connected with the homeland [16].

According to N.D. Lysakov and E.N. Lysakova, an aerospace instrumentation university
has unique opportunities for patriotic education in the context of classes not tied to a training
profile. In particular, when studying military and civil aviation equipment, history of manned
spacecraft, etc., students should be told about the historical events and the circumstances
of application of this machinery in real combat or in other extreme conditions; the instructor
should recall the names of design engineers, pilots, cosmonauts – which makes it possible
to affect the personal emotional level of cognitive activity [20].

N.P. Ustinova continues the theme of integrating patriotic education into the educational
process, by formulating an important pedagogical provision on targeted cultivation of
professionally oriented patriotism in defence-specialty students, which represents in-
depth vocational orientation of patriotic education, its organic integration into the holistic
educational process [26].

G.V. Anufrieva, N.V. Dulina and R.M. Petruneva write about the danger of distortion and
even loss of historical memory by students who are an important social group. The authors
share the experience of successful organisation of a Forum of students of hero-cities and
military glory cities held on the basis of Volgograd State Technical University on 17-20
November, 2021, devoted to a significant event in the history of the Great Patriotic War – Red
Army counter-offensive near Stalingrad on 19 November, 1942. The students and teachers of
26 higher educational institutions and a number of colleges from 15 hero-cities, military glory
cities and other Russian towns participated in the Forum. This demonstrated the importance
of consecutively-held patriotic events, especially those timed to important historical dates,
for the preservation of the historical memory and continuity of generations [1].

A.V. Bezborodova publishes some materials on successful series of events held
in memory of N.I. Kuznetsov, a legendary scout, Hero of the Soviet Union. A number
of methods for students’ patriotic education are realised on a regular basis – rallies,
military/patriotic games, visits to Kuznetsov museum at his birthplace and participation
in neighbourhood clean-up days [2].

An interesting experience of fostering patriotism at Transbaikal State University is presented
by A.S. Kulikova. She gives examples of modern pedagogical methods designed on the principles
of voluntariness and support for initiative of young people. They represent intellectual games,
round table discussions, contests and quizzes, exhibitions, entertaining quests, territorial
improvement actions near Transbaikal memorials of military and labour glory dedicated to the
victory of Soviet and Mongolian troops on the Khalkhin-Gol river and much more [17].
The findings by A.P. Levchenko, E.V. Grigorieva and N.R. Khakimova confirm that students prefer particular patriotic activities depending on the type of own personality in terms of fostered values. The authors identified different value-based types of personality among the respondents according to R. Inglehart’s psychodiagnostic technique modified by M.S. Yanitsky. It was found that students with socialising value type of personality predominantly participate in creative and sportive events; representatives of adaptive value type choose sports and civil/patriotic events, in the first place; and people of individualising value type are focused on activities related to creativity, science, civic consciousness and patriotism [19].

L.P. Illarionova, S.V. Illarionov substantiate the efficiency of the pedagogical approach to cultivating students’ patriotic values and active civic consciousness, focused on the development of students’ organising skills, the ability to take decisions, to define the extent of own participation in the university life as related to personal, group, social and state interests [10].

V.L. Krainik, M.A. Prischepa substantiate the main principles of students’ patriotic education as follows: the principle of balance between abstract and concrete ideals and goals of fostering patriotism, which can be referred to as the principle of balance between individual/personal and social principles of patriotic education; the principle of respect for the individual combined with demands on him/her within reasonable limits; the principle of complexity, consistency and continuity of educational impact in the process of patriotic education; the principle of collectivism in patriotic education. The principles of patriotic education presented by the authors represent an interrelated, holistic system aimed at the formation of young people’s civic duty and active civic consciousness, knowledge of the history of their native country and its place in the world history, knowledge of their ancestors’ heritage, love for the homeland, respect for the traditions of their people, the desire to protect their family and native land [15].

V.S. Ivanenko generalises the international experience of patriotic education in respect of the younger generations (as exemplified by the practice of fostering patriotism in the USA and China), which is realised with regard for the development of historical, cultural, moral, ideological and life values embodied in the national mottos: in the USA – “New World Order”, in China – “Serve Your People!”. The author expresses a viewpoint proclaiming the need to unite the efforts of political institutions and the civil society of Russia in developing a unified approach to the realisation of patriotic education at educational organisations [8].

A.R. Khanimkulov describes the foundations of military/patriotic education, stressing the priority of Uzbekistan’s state policy in developing patriotism in the minds of the younger generation. The author accentuates some specific conditions for improving the efficiency of training at military educational institutions – in particular, to bring the theoretical principles of military work as close as possible to the practical actions of the army, as met in real combat situations; to improve the functional schooling of officers – military teachers towards efficient pedagogical work, forming the required professional qualities [30].

M.V. Bugai, E.A. Sokorenko, and S.A. Gurov define Military Training Centres (MTC) as units within higher educational institutions engaged in military training under special programmes and representing integrated military and civilian education. The authors propose to introduce martial art classes for MTC students (for example, unarmed combat and judo) and substantiate the pedagogical purpose of such training – which goes beyond
purely physical education and fosters the formation of universal values and, actually, the individual’s military/patriotic values [3].

S.A. Golovan addresses the theme of multimedia museum activities as a factor of military/patriotic education of students at MTC. As shown by the historical background, multimedia museum activities were launched first in Moscow at the Exhibition of Economic Achievements in 2015; subsequently, similar multimedia exhibition complexes were opened in 19 Russian regions. The author proves that the inclusion of multimedia museum activities in the MTC educational process contributes to the development of humanitarian abilities, students’ acquisition of knowledge, enhancement of subject-specific skills necessary for their future professional activity, but most importantly – to the formation of patriotic values, proper military patriotic education, military/patriotic self-identification [6].

One cannot but mention a socially important movement of battlefield search teams and its undoubted value for the patriotic education of young people. According to the sociological data, 80 per cent of search group members and search expedition participants are young men/boys and women/girls aged between 14 and 30. The recently widespread search activities connected with the history of the Great Patriotic War represent extremely favourable conditions for the formation of patriotism. Search activities are of special importance in the educational work of many secondary and higher educational institutions [7].

N.V. Ippolitova and N.S. Sterkhova discuss the driving schools under the auspices of the Russian Army, Air Force and Navy Volunteer Society (RAAFNVS) as an efficient means of solving the problems of military/patriotic education of the younger generation, since they train professional drivers of all-category vehicles, including military vehicles used in military service. The RAAFNVS driving schools also provide pre-conscription training in military specialties under the programmes of the Ministry of Defence, other security agencies and departments [11].

A.V. Korobovsky, E.A. Kogan analyse a number of methods aimed at improvement of students’ targeted education. They include vocational counselling to prospective college students under the chosen specialities – this work commences no later than 1.5-2 years before the graduates finish secondary school; student career guidance by teaching staff during the university studies, forming the students’ due mental approach towards performing their work duties conscientiously; elucidation of employment prospects; customers’ work with trainees on a regular basis, not only during the period of internship and work placement. These methods contribute to the development of graduates’ patriotism [14].

Undoubtedly, military educational institutions are powerful social institutions for nurturing patriotism. Nevertheless, certain changes and challenges are necessary: to shape particular norms, to change stereotypes, to expand the existing knowledge in line with the requirements of the regulatory documents. The core of such work is fostering cadets’ patriotic values. T.V. Larina and A.S. Sukhanova view cadets’ patriotic values as a complex of steady beliefs and positions, judgments and ideas at a personal level, formed on the basis of knowledge about the history and traditions of their country, its goals and interests, universal morals, which is manifested through the cadets’ emotional attitude to their homeland, people around them, self-perception; these views serve as a regulator and orienting point of their activity. The formation of patriotic values, as specified by the authors, should take place not only in the process of educational work, but also in the learning process [18].
M.A. Ponomarev believes that the criteria to assess the efficiency of measures to ensure cadets’ patriotic education involve the latter’s conviction of the need to serve military duty; their understanding of the demands (psychological, moral, professional, physical) on serviceman’s personality; their assertive participation in patriotic activities held by the educational institutions.

In this regard, the methods needed to develop cadets’ patriotic education include a personal example of the next superior commander, targeted use of various types of training classes and ongoing educational activities, material security, use of incentives, creation of necessary conditions for the performance of professional duty, continuous process of cadets’ self-education and self-improvement [24].

The volunteer movement is a promising, though not yet a sufficiently studied factor. E.A. Kogan, D.A. Kvon undertook a research of volunteering motives among the students. They found that it is the “business” motives of volunteering connected with personal advancement prospects that are dominant in the student environment. The desire to help people proved as well to be quite a significant motive for young people’s volunteering. However, of greatest interest for the volunteers, both already working and potential, are some popular, “trendy” areas involving participation in mass sports and cultural events, which enables them to gain real work experience, new impressions, make new friends, increase their self-esteem and help in self-actualisation. Consequently, there exists a certain hierarchy of motives formed along the principle of attractiveness, apparentness, extent of students’ psychological tension [13].

Generalising the review of modern publications addressing the current problems of patriotic education of young people, primarily at Russian universities, one can confidently conclude that the national science, along with the educational authorities and teachers, is seriously interested in securing due conditions for targeted formation of true patriotism through joint efforts.

Discussion

Thus, the analysis of modern theoretical and applied research on patriotic education has demonstrated quite a high methodological level of essays associating the concept of patriotism with patriotic culture, homeland security, personal values, conscious and creative performance of civil and military duty, etc. Most authors consider various aspects of military/patriotic and civil/patriotic education. A number of papers are devoted to volunteer activities, search team movement, sport, history, culture as inexhaustible resources of patriotic education. The universities willingly share their experience, highlighting the cultural and historical traditions of their regions. Studying the worldwide experience of patriotic education of young people, with a clear understanding of the specifics of the state structure and social development goals adopted abroad, is interesting as well.

One can note both positive and negative psychological phenomena in perceiving patriotism: from students’ clear understanding of the importance of patriotism and active involvement in patriotic work to underestimation of the role of patriotism and passivity in this sphere. One can make a general conclusion on the need to secure objective evaluation of patriotic sentiment as well as to create due conditions for its development through all possible resources and means of the educational organisation.
According to the fundamental position of the national pedagogy on the unity of education and character building, the explored studies often raise an issue of importance of well-targeted integration of patriotic education into the educational process – when the individual’s cognitive, moral and value-based formation aspects are interconnected and demonstrate progressive development.

The authors of the present paper believe that the process of patriotic education should be a permanent subject of research, requiring improvement of the methods for diagnostics and development, reflection on results, which includes analysis of failures, miscalculations and erroneous decisions. Serious demands should be made on professional qualities of officials responsible for patriotic education of young people.

Following the research, the following principles of patriotic education of students were substantiated:

- scientific rigour (use of interdisciplinary research data assessing the maturity and dynamics of patriotism as well as the state of patriotic education methodology, with involvement of such sciences as pedagogy, psychology, history, sociology, culturology, military science, etc.)
- consistency (treatment of patriotic education as a single system including spiritual and moral, historical and cultural, civic and military patriotic education);
- continuity (consideration of regularities of age-specific psychological development, understanding of psychological characteristics of young people, including those of students);
- relevance (focus on current and prospective goals of social development, challenges of the modernity, digitalisation trends in education, monitoring of students’ value orientations, interests and preferences);
- activity (involvement of students in patriotic education not only as objects of educational training but also as subjects of character building within various areas of such work);
- integrity (ensuring scientifically based and pedagogically competent inclusion of patriotic education in the educational process during study classes regardless of the training profile);
- creativity (providing due conditions for creative work, when planning and realising the patriotic education activities for students);
- regularity (treatment of patriotic education not as episodic, one-off activities but as a process that consistently encompasses the entire period of student life).

The presented principles of patriotic education of students represent an evolving system which may include other elements to be substantiated in further research, combining provisions developed by other scientific schools.

**Conclusion**

The principles of students’ patriotic education are aimed at successful formation of patriotic consciousness, civic responsibility, love and respect for the homeland on the basis of shared patriotic values, pride in the own country, its history and culture, achievements in economy, science and sport; readiness to serve the homeland and secure constructive defence of the Russian Federation interests. The proposed approach to the principles of
patriotic education of students supposes to be a methodological contribution to further development of the theory and practice of patriotic education at higher educational establishments.

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