

Patriotic Education of School Children in a Multicultural Educational Environment

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Abstract: The study analyses the issues of patriotic education of schoolchildren in modern conditions. We defined the concepts of “patriotism”, “patriotic education”, “multicultural educational environment” and determined the extent of their development in scientific research. Issues of patriotism worried philosophers and teachers-educators of the past: V.G. Belinsky, E.R. Dashkova, N.A. Dobrolyubov, P.F. Kapterev, N.I. Novikov, K.D. Ushinsky. New time imposes new requirements on patriotic education. This peculiarity makes high demands on the organization of work with young generation on patriotic education. Many researchers note that today it is necessary to form a competent personality that will know traditions and cultures of other nations, who will respect their religion, be able to build good relations with representatives of different nationalities and religions. Today school is a multicultural educational environment. Schools are responsible for patriotic education of children in large extent. Patriotic upbringing of the younger generation is politically significant and urgent task of modern school, stated in state documents. The Federal State Educational Standard of General Education (hereinafter-the standard) aims at organizing the work on patriotic education.

Key words: Patriotic education, multicultural educational environment, schoolchildren, demands, patriotic

INTRODUCTION

Changes of the last decades of the 20th century in social, economic and political spheres of social life had led to disappearance of ideals and a significant loss of spiritual values. Lack of patriotism as one of spiritual values by the part of Russian population was manifested in spiritual emptiness and low culture. Large part of growing generation becomes definitely alienated from the national culture, social and historical experience, historical achievements of Russian people.

Necessity to organize the work on patriotic education of schoolchildren is the theme of scientists' and teachers-educators' discussions. State programmes and federal state educational standards of primary and basic education also aim at it. In the standard patriotism is defined as a sense and formed position of faith to one's country and solidarity with its people. Patriotism includes pride for Fatherland, a small homeland, i.e., region, republic, city or countryside, where the citizen was born and grew up, it includes an active position, readiness to serve to Fatherland. In this regard, patriotic education among modern schoolchildren acquire national importance. It is highlighted as a priority of the Russian education. The need to intensify work in this direction is

caused by the fact that the majority of Russian schools are multicultural educational environments. It is connected with both internal and external migration processes. It means that in patriotic upbringing of subjects of educational and upbringing process it is necessary to consider multinational composition of class and school on the whole.

In spite of a sufficient number of studies on the problem of patriotic education and descriptions of experience in this area, there is a need for theoretical understanding of this phenomenon from the perspective of modern time and new realities.

MATERIALS AND METHODS

Formation of patriotic qualities of the young generation is one of the most urgent problems of modern pedagogy. It became especially acute in connection with political, social and economic changes that had taken place in the country at the end of 20th and beginning of 21th century. Rejection of the entire Soviet and the lack of proposals to replace the old, had led to degradation of the existing system of patriotic education. The situation was becoming more complicated because of mass internal migrations: rural population from despair moved to cities

and citizens, on the contrary, moved to rural locations. Schools, both rural and urban, felt sharply this situation: the number of schoolchildren of different nationalities and religions has increased there. Monocultural schools turned to educational institutions with multinational constitution of educated pupils. As a result of it a new term “multicultural educational environment” appeared in modern pedagogical science. In this regard, for the teaching of science and education community has become urgent question of finding effective methods, techniques and technologies of patriotic education of today’s students in a multicultural educational environment. Consequently the issues of searching new effective ways, methods and techniques of patriotic upbringing of contemporary schoolchildren in conditions of multicultural educational environment acquired relevance for pedagogical science and pedagogical community.

Problems of upbringing were always a priority for philosophers, teachers-educators and scientists. V.G. Belinsky, E.R. Dashkova, N.A. Dobrolyubov, P.F. Kaptelev, N.I. Novikov, K.D. Ushinsky and others paid great attention to issues of patriotic education. They were focused on education of conscious citizens who were able to defend the interests of their state, who loved their country.

Currently, interest to patriotic upbringing of children has highly raised in national pedagogical science, researches are conducted in the following areas: theory and practice of patriotic education of the young generation in modern conditions (I.A. Agapov, V.A. Datskiy, V.V. Dyachenko, T.A. Konovalov, S.E. Matushkin, V.F. Frolov, etc.); patriotic education of schoolchildren by means of traditional pedagogy (N.A. Anufrieva, G.I. Baturina, T.I. Gornaya, D.A. Krivorotov etc.); patriotic education of students in the learning process within the framework of academic subjects (I.E. Beluhina, A.M. Kutukov, U.V. Lazarev, A.N. Lyubarskiy, R.L. Rozhdestvenskaya, V.N. Ustyakin etc.); regionalization of education (G.N. Volkov, M.A. Kuzmin, P.I. Pidkasistiy, L.L. Suprunova, V.K. Shapovalov etc); conceptions of patriotic education and formation (N.I. Boldyrev, A.V. Belyaev, K.A. Sivolobova, R.G. Gurova, G.N. Filonov); ideas of education as a process of individual development and formation of values of an identity (G.E. Bondarevskaya, T.I. Vlasova, V.G. Gurin, M.S. Kagan, I.S. Kon, A.I. Kochetov, S.V. Kulnevich, V.V. Serikov, etc.); conception of multicultural education (O.V. Gukalenko, G.S. Denisova, V.V. Makaev, V.A. Petkov, M.M. Suprunova, L.M. Suhorukova, O.P. Fetisova, etc.) and others.

According to researchers, feeling of patriotism which is expressed primarily in affection to native land, arises in infancy childhood, school years in family and other

educational and training environments. Upbringing of patriots is the main priority of the state at all times. Currently, this issue requires a scientific analysis in new realities and development of a specific programme of actions for creating a coherent system of patriotic education of children. The president of Russian Federation V.V. Putin also tells about it he says that “patriotism” is the “national idea”.

The term patriotism comes from the Greek and means land of fathers; kind of place; homeland. Patriotism appeared in ancient times as a consequence of human affection to his land habitat, way of life, traditions and beliefs. This feeling was being fixed by separate existence of nations for centuries.

In the “Explanatory Dictionary of Russian Language” by S.I. Ozhegov and N.Y. Shvedov patriotism is defined as “devotion and love for country and its people”. In the “Explanatory Dictionary of Russian Language” by V. Dahl patriot is defined as “a lover of fatherland, adherent for the good of it...”. Patriotism is a zealous, active attitude to country, desire to do something good for it, for its prosperity.

Problems of patriotism today are the subject of study of such scientific fields as philosophy, psychology, history, sociology, pedagogy. In some of these sciences patriotism is considered to be a part of national and personal ideology. It is necessary to analyze this phenomenon in connection with historical processes.

V.A. Slastenin thinks that patriotism is the quality of a person which is manifested “in the love for Fatherland, dedication, willingness to serve his homeland. High level of culture of international communication is expressed in the sense of internationalism which implies equality and cooperation among all peoples. It is opposed to nationalism and chauvinism. Patriotism is based on the idea of respect and love for Fatherland and fellow citizens; internationalism includes respect and solidarity with other nations and countries” (Slastenin, 2012).

According to I.F. Kharlamov, “patriotism is a moral quality of a person which is reflected in love for country and devotion to its ideals, awareness of its greatness and glory, feeling of spiritual connection with it in the need of desire to save its honor and dignity in all circumstances, to strengthen its power and independence in practice” (Kharlamov, 2005). The scientist emphasizes that a real patriot does not isolate himself within narrow national interests. A patriot, by nature is a humanist and respects other nations, their national customs and traditions.

L.A. Vinnikova states that to be a patriot means “to know and protect one’s culture and language. Patriot is a person who cares for the plight of the country, who wants to participate in solving its current problems with people”. Generalization of the concept of “patriotism” coincides

with R. Gera's statements, who fairly notes that teachers, philosophers and sociologists determine patriotism in their studies as "a sense of love for Fatherland, willingness to subordinate their personal and group interests to national interests to serve and defend homeland".

What is the nature of a multicultural educational environment in the context of the patriotic education? I.F. Yarulin and A.M. Rutaeva's points of view can serve as answers to this question.

I.F. Yarulin says that multicultural educational environment is a "part of social environment that surrounds a person, either positively or negatively affecting his development. It is a totality of all living conditions, taking into account ethnic characteristics of inhabitancy expressed in humans, their behavior, traditions, rituals".

According to A.M. Butaeva, multicultural educational environment is a "form and result of activity of people of different cultures. It is a totality of individual's living conditions, the main determinant of his needs".

Speaking of multicultural educational environment as a factor of patriotic education of schoolchildren it is necessary to emphasize that the issue of preservation of native culture, under the influence of other cultures is one of the most important things. Consequently, multicultural educational environment is a definite system of conditions and influences on a person for the purpose of forming a tolerant attitude towards other cultures, readiness for effective intercultural interaction, development of skills to engage in communication with representatives of other cultures as equals.

A patriot of a country can be brought up in the course of an organized system of patriotic education, so formation of patriotic qualities of a person is a goal-aimed, specially organized process in a multicultural educational environment. There are several levels of patriotism: biological (L.N. Gumilyov, etc.), psychological, social and spiritual.

While the process of organizing the work on patriotic education in a multicultural educational environment it is necessary to take into account varieties of patriotism:

State (sovereign) patriotism: It puts the idea of service to a state, priority of state interests over personal and private interests of a citizen above all.

Russian patriotism: Basics of Russian patriotism are the concepts of Homeland, Motherland, Fatherland. In this regard, the concept of patriotism reveals the spiritual basis of this feeling.

National patriotism: It is based on history and culture of a particular nation. Love for homeland, native population, respect for the culture through knowledge of history and familiarity with national property are prerequisites for the formation of a conscious national identity. This helps to develop a sense of pride for one's nation, a desire to preserve and increase its value.

Local patriotism: It shows itself in love for native land, to what is called a "small homeland". Formation of national, Russian and state patriotism begins with the concept of "small homeland". This process begins in a family and acquires organized, purposeful forms at school. It is called a system and process of patriotic education. There is no state without patriots, cultural achievements of nations are not saved.

Analysis of philosophical, psychological, pedagogical studies on various aspects of patriotism allows to define it as a complex integral psychological phenomenon which includes three aspects:

- Cognitive (knowledge, idea)
- Emotional (attitude, sense)
- Behavioral (willingness to act, aim and direct action) (Butorina, 2012)

The government of the Russian Federation adopted a State programme "Patriotic Education of Citizens of the Russian Federation for 2006-2020". The programme objectives are:

- Upbringing of patriots and citizens of a native land, love for which begins with love for family, relatives and close friends
- Raise of children's and parents' interest to studying their family history
- Assistance to families of children in bringing harmony to relations within a family and in the sphere of interrelation and interactions of "school-family"
- Rendering feasible assistance to families in the process of upbringing a family man, in pupils' awareness of their socially significant roles in a family: a son a daughter, a grandson a granddaughter, a brother a sister, a close relative a distant relative

The programme is intended to help adults and children:

- To look into the "mirror of history" of a Russian family and the families of other nations living in Russia

- To find their roots, to learn the fate of their family in the history of the country
- To understand times connection, trying not only to find but also to consolidate the living Memory Thread of a family with its elder generations, ancestors, family clan

On the basis of the standard's provisions scientists determined the main directions in the system of patriotic education at school:

- Spiritual and moral: the aim is to instill awareness of the highest values, ideals and reference points in schoolchildren in the process of patriotic education
- Historical and ethnographical: it includes a range of events on patriotic education aimed at learning historical and cultural roots
- Civil-patriotic education: it influences through the system of events on formation of legal culture and orderliness
- Socio-patriotic: it is aimed at strengthening spiritual, moral, cultural and historical continuity of generations, formation of active life position
- Military-patriotic: it focuses on formation of children's high patriotic consciousness
- Heroic and patriotic: part of the patriotic education is focused on promotion of heroic professions, as well as significant heroic and historical dates in our history and raises a sense of pride by heroic deeds of our ancestors and by traditions
- Sports and patriotic: it aims at developing moral and volitional qualities, increasing strength, agility, endurance, stamina, courage, and discipline in the process of physical culture and sports

Patriotism is an important source of society consolidation and acts as an important inner mobilizing source of its development. As a social phenomenon patriotism is a cementing foundation of nation's and state's existence and development, expression of active citizenship identity, its readiness to serve selflessly to a Fatherland.

RESULTS

We conducted experiments to study the level of patriotism. The 125 schoolchildren of the MBEI "Kongamurskaya secondary school" took part in the experiment. The investigation consisted of three stages.

The first stage was devoted to analyses of scientific literature on the problem of patriotic education in the multicultural educational environment. We compiled an

experimental programme. The second stage included diagnostics of revealing the level of children's moral education.

The third stage involves interpretations and summary of research results, drawing recommendations and conclusions.

The topicality of holding diagnostics is caused by necessity to show factors that may become obstacles in organizing the work on patriotic education of children. The level of knowledge about patriotism and actions that characterize pupils as patriots were revealed in a questionnaire "I am a patriot" which consisted of 20 questions on the basis of the following indicators:

High level (3 points) means consciousness of values and social traditions. It implies a great cognitive activity, total patriotic conviction, presence of patriotic culture (home, family, nature, homeland), responsible attitude to execution of socially useful activity, contentment with the process of involving into it.

Medium level (2 points) supposes incomplete assimilation of knowledge about main patriotic categories (home, family, nature, homeland). Rather good cognitive activity. Undesirable performance of socially useful work.

Low level (1 point) reflects fragmentary knowledge of citizenship, patriotism. Partly cognitive activity. Lack of patriotic culture (house, family, nature, homeland). Absence of desire to be engaged in socially useful work. Consumer attitude towards society, members of a team.

Results of the survey: The 40 schoolchildren (32%) have a high level of formed patriotic qualities: they understand the concept of "patriotism." The research reveals that children show cognitive activity in the study of a regional history. Pupils understand the importance of home, family, nature in a life of a human being. They are responsible to execute socially useful activity.

The 52 schoolchildren (41.6%) showed a medium level of formed patriotic qualities. They are characterized by incomplete assimilation of knowledge about the basic patriotic categories (home, family, nature, homeland), a good cognitive activity but reluctant execution of socially useful work.

The 33 school children (26.4%) demonstrated a low levels of formed patriotic qualities. This indicator shows fragmentary knowledge about patriotism. Cognitive activity is also low. Not all respondents appreciate and understand the role of an ancestral home, family. They are reluctant to engage in socially useful work (in some questionnaire there were answers like this: I'm going to work for myself and make more money).

To complete the results of the research, we conducted diagnostics using the "questionnaire for

evaluation of patriotism formation among schoolchildren". The level of patriotism indicators formation of children at a primary school were studied by observation. A form-teacher acted as an expert.

According to the results of diagnostics, 26 children (20.8%) have a high level of patriotism formation. The school children totally understand the essence of patriotism at a contemporary stage, consider themselves patriots, know their duty to the Motherland, want to live all their life only in Russia, show great interest in regional cultural values, realize the value of Russian culture, show interest in other cultures, express love for nature and take care for it. These children manifeste the ability to defend their positions. They have a highly developed desire for self-realization through participation in activities of patriotic orientation.

A medium level of patriotism formation was recorded among 39 schoolchildren (31.2%). Children mostly correctly understand the essence of patriotism, recognize themselves as patriots (want to live in their own country). They understand their duties to the country (boys should serve in the army). They are interested in Russian culture, like to visit museums, exhibitions, participate in excursions. They are interested in regional culture, try to protect nature, proving it by their actions. They have quite good but incomplete knowledge about the essence of the concepts of "patriotism", "patriot", "Fatherland", "duty to the Motherland". Their participation in socially useful activity is situational, needs to be stimulated by adults.

The 65 students (52%) showed a low level of patriotism formation. The respondents do not sufficiently understand the essence of patriotism, not always analyze their actions; their knowledge of national culture and traditions of the nation, the history of homeland are shallow. There is a consumer attitude to public domain, striving to avoid activity in every way.

DISCUSSION

Analyzing the problem of school children's moral education, we agree with the statements of scientists about moral feelings that arise with the help of patriotic education, serve as stimulus for joint activities of children and adults form positive moral relationships between them.

The results of the experiment make it possible to state that we, the researchers of children's moral education are alarmed by low-level data. According to the first method called "I am a patriot" 33 schoolchildren showed a low level, according to the second method called

"questionnaire for evaluation of patriotism formation among schoolchildren" 65 respondents detected a low level.

SUMMARY

School children's sense of patriotism, considered as a complex phenomenon is formed on the basis of a life style of a nation, its norms and values, ideas about other nations' uniqueness. Today teachers play a special role in the patriotic education, know humanistic technologies of upbringing, able to create optimal conditions for developing patriotic qualities, interethnic consolidation, development of ethnos's culture. It is important to work on saving native languages of schoolchildren which contributes to the formation of ethnic identity.

The results show lack of work on formation of patriotic qualities of schoolchildren in a rural educational institution. If cognitive and emotional aspects are presented well enough, a behavioral aspect is not expressed sufficiently. An important component in the formation of a patriotic position in a multicultural educational environment should be the technology of cooperation with relevant methods and techniques of interaction of teachers, children and parents, contributing to improving the level of pupils' patriotism.

CONCLUSION

The conclusion is the following: these children do not fully understand the essence of the concept of patriotism, do not analyze their personal qualities; their knowledge of national culture and traditions of the Mari people, the history of Mari El are shallow. Some of them show negative attitude to this awareness. Observations of schoolchildren reveal a passive consumer attitude of them to the public domain, sometimes manifested in the desire to avoid patriotically-oriented activity in every possible way, there is a negative behavior towards the mother nature.

RECOMMENDATIONS

The relevance of the studied problem, its insufficient theoretical and practical development in modern times show the need to intensify the work on patriotic education in a multicultural educational environment. It is recommended to do the following things to form schoolchildren's patriotic qualities in a multicultural educational environment in order to intensify cognitive, emotional, and behavioral aspects:

- Getting familiar with the family history “my tree”
- Getting familiar with customs and traditions of Russian and Mari people, their folklore
- Carrying out creative competitions, showing the attitude of schoolchildren to the history of their family, their region
- Organization of research activities aimed at independent acquisition of knowledge on the history and culture of their region, village, settlement which is called “Past and Present of Mari El”
- Holding events dedicated to important historical dates “Russian Flag Day”, “Day of the Republic”, “National Hero’s Day,” “Day of Mari Literature”
- Organizing and conducting of a business game “We are responsible for the future of our country”
- Conducting class hours on the topic They forged the Victory”, “Our compatriots are participants of the War”
- Conducting interviews, debates on the topic “My house is my castle”
- Quiz “Do you know your region?”
- Excursions to the museum of local lore
- Meetings with veterans of the Great Patriotic War
- Exhibition of drawings dedicated to the Great Victory
- Conducting competitions Higher and Stronger”
- Organization of labor affairs “Flower bed of Victory”, “Memory of the Fallen” (Rybakov, 2013)

Thus, the patriotic education of a young generation is becoming more relevant in the edge of new technologies and turns to be the subject of study of both theorists and practitioners.

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