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THEORY AND PRACTICE OF PATRIOTIC EDUCATION OF HIGH SCHOOL STUDENTS IN UKRAINE

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The study is focused on clarifying the essence of the concept “patriotic education” and highlighting the state of high school students’ patriotic education in modern Ukraine. The design of the study is descriptive, exploiting a set of theoretical methods (analysis, systematization and generalization of philosophical, pedagogical and psychological literature on the issue under scrutiny to determine its theoretical foundations as well as the essence and content of basic notions – “patriotism”, “patriotic education”). Academic approaches (historical, systematic, personality-oriented, competence-based, activity-based) and main principles of modern patriotic education of high school students (national orientation, humanization of the educational process, self-movement, integrity, continuity, cultural conformity, pedagogical competent provision, stimulation, multiculturalism, social conformity) are considered. It is stated that patriotic education should be carried out comprehensively, in the unity of all the constituents of the Ukrainian state (the joint efforts of public administration bodies, educational institutions, families, public organizations and associations, the Armed Forces of Ukraine and other law enforcement agencies). With this regard the subject “Defense of Ukraine” has been implemented into Ukrainian high school, the specifics of which are highlighted.

Key words: patriotic education, patriotism, citizenship, high school students, academic approaches, academic principles, general secondary education.

Introduction. The current stage of national spiritual revival of Ukraine due to the protracted economic crisis (which also affected the social sphere) requires instilling in the younger generation a sense of love for the Motherland, as well as forming commitment of young people to strengthening Ukrainian statehood through active participation in civic activities. Furthermore, the challenges facing our country, such as defending its territorial integrity, becoming a unified democratic nation, etc. have accelerated the issue of enhancing patriotic education of high school students. With this regard, we share the opinion of Ukrainian scholars Abramchuk and Fitsula (2008) that the revival of patriotism of citizens is one of the most urgent needs of modern Ukrainian society, and the socio-economic situation in our country requires a rethinking of “leading theoretical and methodological approaches to patriotic education, and objectives, content and techniques of their implementation” (p. 23).

In modern conditions of developing a democratic society, patriotism has risen to the highest level, extends to all people of the country, permeates all spheres of a public life, has directed character, which is manifested in a conscious attitude of people to work, socio-political activities, intolerance of any violations of human rights, norms and rules of democratic coexistence. Due to this, patriotic education is considered to be the consolidating, developing, stabilizing, cognitive, cultural and educational sphere of society (Somin, 2018). From the standpoint of security and ensuring interconnection between generations, it guarantees safe future for the Ukrainian nation. This is reflected in the educational policy of today's Ukraine. The Laws of Ukraine “On Education” and “On General Secondary Education” define the tasks of education as strategic in developing

awareness of civic duty on the basis of national and universal spiritual values, shaping every student's quality of a citizen-patriot of Ukraine and a sense of belonging to the world community as well. The modernization of patriotic education of high school students is taking into account the Ukrainian socio-cultural reality: Ukraine is a polyethnic state and the formation of a unified political nation and civil society is associated with the Ukrainian national revival and development of ethnic cultural diversity minority.

Therefore, today, patriotic education of high school students has become an important task not only in terms of the national aspect but also of the global one, presupposing the development of students' ability to analyze the relationship, interactions with different cultures, and awareness of the place of native culture and its values in the context of the transnational culture produced from an environment characterized by plurality of participants, languages and ethnicity.

Various pedagogical and psychological aspects of the patriotic education in accordance with the concept "New Ukrainian School" are under scrutiny by numerous Ukrainian scholars, among which are the following: principles of patriotic education at general secondary education institutions (Bekh & Chorna, 2014); patriotic feelings of youth in the context of national interests of the Ukrainian state (Chorna, 2003); forming key and subject competencies in the process of patriotic education of high school students (Zaikovska & Mazakova, 2016); methods of patriotic education of high school students in extracurricular activities (Petrongovsky, 2003); pedagogical conditions of military and patriotic education of high school students (Ostapenko & Tymchyk, 2018); shaping national identity of adolescents in patriotic education through school-family interaction (Fedorenko, Voronina & Zhurba, 2000) and many others.

Notwithstanding the foregoing findings in the sphere under study, there is still a need to research into modernizing patriotic education of high school students as a factor of ensuring the security of Ukraine. The current state of pedagogical work in general secondary education regarding patriotic education has testified its lagging behind the demands of the modern society. On the one hand, the traditional, insufficiently effective approach to the organization of patriotic education of high school students is still dominating. On the other hand, the biggest problem is that Ukrainian teachers have been trained to teach a certain subject. And it is demanding to them to implement patriotic education into the contents of each and every school subject.

Given the analysis of scholarly and methodological sources, as well as current trends in the theory and practice of patriotic education in Ukraine, the study aims to resolve the contradiction between the society requirements for the modernization of patriotic education of high school students in Ukraine and a low level of its practical realization, insufficient development of the updated methodological support.

Aims and tasks. The main purpose of the article is to clarify the essence of the concept “patriotic education” and highlight the state of high school students’ patriotic education in modern Ukraine.

Main body of the article. Various aspects of patriotism (the word “patriotism” is of Greek origin – *patris* is rendered as “homeland”) as a socio-pedagogical phenomenon are considered in philosophy, humanities, pedagogy (Bekh, 2018). A noble sense of patriotism, faithfulness and love for the Motherland have long been inherent in people. This feeling was the driving force that raised peoples to fight against invaders and oppressors. It is a well-known fact that the word “patriotism” first appeared in the period of the French Revolution of 1789–1793: patriots were fighters for the people’s well-being and defenders of the republic, who fought against the traitors of

the homeland from the camp of the monarchists (Petrongovsky, 2003, p. 11).

Patriotism, in its turn, is a component of citizenship. The latter is “manifested in the subjective experience of belonging to the Ukrainian people, Ukrainian nation, conscious acceptance of moral values, and characterized by the identification and formation of the corresponding national self-concept on the basis of national dignity, responsibility for the destiny of the native land, love for Ukraine, and the desire and readiness to protect Ukraine” (Fedorenko, Voronina & Zhurba, 2020, p. 195).

Hence, patriotism is one of the deepest civic feelings, that contains love for one’s land, devotion to one’s people, pride in the heritage of national culture, as well as respect for other nations, their rights, their freedoms, their culture. As a generalizing, integral personality quality, patriotism combines axiological and ethnocultural attitude to other people, nature, social environment, material and spiritual possessions.

The structure of high school students’ patriotism is understood by Ukrainian academics (Bekh, 2018; Bekh & Chorna, 2014; Oryshko, 2006; Petrongovsky, 2003; Zaikovska & Mazakova, 2016) as a system of the following components: patriotic feelings (love and responsibility for the destiny of homeland); spirituality and cultural values; national human dignity and self-confidence; need to satisfy their national interests; patriotic consciousness; national tact and respect for the national dignity of people of other nationalities; need and readiness for patriotic activities.

Patriotic feelings elevate the personality when they are paired with respect for people of other countries and do not degenerate into the psychology of national exclusivity. The process of forming patriotic feelings achieves the desired results on condition it is carried out in the overall pedagogical process, supported, consolidated and deepened in different types of socially useful activities. In this regard, patriotism, as noted by

Chorna (2003), is understood as multidimensional, multicomponent, but, at the same time, integral system qualities that are united by activities and become the need to serve the Ukrainian people.

Thus, patriotism is a complex phenomenon of the spiritual and social life of an individual, which is reflected in the personal and social consciousness, and considered a decisive factor in human awareness of universal values. It is manifested in practical activities aimed at the democratic development of native country and protection of its interests.

The key tasks of patriotic education of high school students in Ukraine is to ensure (Petrongovsky, 2003): instilling the unity of intellectual, moral and civic values; creating an open educational acmeological environment of interaction on the basis of multidisciplinary: “parents – high school students – teachers” and “school – Kyiv (the capital) – Ukraine – Europe – World”; acquiring the spiritual heritage of the Ukrainian people, developing personal traits of a responsible and active citizen of the Ukrainian state as well as European identity (belonging to the European community); national security of Ukraine, social and information protection of its citizens; forming the culture of interethnic relations, of wide acquaintance with the concepts of “Ukraine” and “Ukrainians in the World”, with spiritual and cultural values (European multiculturalism); understanding European citizenship as the respect for human rights, democracy and freedom.

Fulfilling the objectives of patriotic education of high school students requires exploiting the following academic approaches: historical, systematic, personality-oriented, competence-based, activity-based (Bekh & Chorna, 2014; Oryshko, 2006; Ostapenko & Tymchyk, 2018; Petrongovsky, 2003; Zaikovska & Mazakova, 2016). We consider them in more detail.

The historical approach assists to determine the most urgent, at this stage of development of Ukrainian society, challenges and tasks of patriotic

education of high school students, awareness of the need to protect the territorial integrity and sovereignty of Ukraine, building civil, democratic society.

A necessary condition for the modernization of patriotic education of high school students is the implementation of a *systematic approach* that ensures the unity and integration of the educational process, the integrity of practice and theory, education and self-development of the individual.

In the patriotic education of high school students, a *personality-oriented approach* is based on taking into account the interests of high school students, their age characteristics, abilities, opportunities, and rights. Through the chain “human – people – nation – state”, it is possible to implement a promising and democratic model of patriotic education of high school students.

The competence-based approach ensures the use of the acquired knowledge in solving specific tasks related to protection, survival in emergencies, first aid, viability, etc. This approach allows high school students to get certain experience, the ability to analyze the situation, to build a strategy of their own behavior.

Also, the effectiveness of patriotic education depends on the implementation of *the activity-based approach*. The personality of a citizen-patriot is formed more intensively if he / she loves the homeland not only in words, but in deeds, takes part in activities where civic and patriotic values are tested in practice.

In addition, modern patriotic education is governed by the main principles, which are as follows: *the principle of national orientation* (respect for the state symbols of Ukraine, education of love for the native land, the Ukrainian people, respect for its culture; preservation of national identity, readiness to defend Ukraine); *the principle of humanization of the educational process* (patriotic education on the basis of moral values, focus

on the individual as the highest value, providing individual programs of education); *the principle of self-movement* (education of independence, leadership qualities, critical thinking and self-criticism, a sense of responsibility for decisions); *the principle of integrity* consolidates the patriotic potential of all subjects into one system; *the principle of continuity* ensures the transmission of experience from generation to generation in the assimilation of national values, which are the basis of patriotic education and development of the individual's personality in general; *the principle of cultural conformity*, according to which patriotic education is carried out on the grounds of the history, culture and language of the Ukrainian people; *the principle of pedagogical competent provision*, which consists in the effective use of appropriate pedagogical forms, methods, selection of content, pedagogical tact in the process of patriotic education; *the principle of stimulation* is determined by the belief in the strength and ability of the individual, his/her ability to achieve results, encouragement of self-organization, self-education and self-enhancement; *the principle of multiculturalism* presupposes the integration of Ukrainian culture into the European as well as world scale, a tolerant attitude to other peoples; ability to perceive Ukrainian culture as an integral part of universal culture; *the principle of social conformity* as the correlation of the content and methods of patriotic education with the real socio-economic situation in Ukraine, in which the educational process unfolds.

As far as the current practice of patriotic education in Ukraine is concerned, much depends on the system of educational activities awakening high school students' deep emotional understanding of the essence of patriotism (e.g.: positive examples of patriotic conviction (vivid factual material of the deeds of famous historical figures, heroes of national liberation wars) and engaging high school students into discussions that

contribute to an in-depth understanding of the role of patriotism in democratic development of Ukraine and its flourishing as a state).

Furthermore, patriotic education of high school students is supposed to contribute to the defense capabilities of Ukraine. As our country, together with the international community, is to take part in peacekeeping and humanitarian operations, fight with international terrorism and prevent military conflicts that threaten the humanity. To fulfill this lofty mission, patriotic education of the younger generation must be based on the spiritual and moral values of our society, including military-historical training, applied physical training, as well as training in the basics of military service and life safety (Bekh & Chorna, 2014). Consequently, the process of patriotic education should be carried out comprehensively, in the unity of all the constituents of the Ukrainian state – the joint efforts of public administration bodies, as well as educational institutions, families, public organizations and associations, the Armed Forces of Ukraine and other law enforcement agencies. With this regard the subject “Defense of Ukraine” has been introduced into Ukrainian high school.

“Defense of Ukraine” is a compulsory subject that is studied in general secondary education institutions during the 10th and 11th grades through field classes and training sessions at school. At the end of the course “Defense of Ukraine” 3-day (18 hours) military field classes are organized on the basis of military units, military commissariats and specialized educational institutions, which are organized and conducted by district military commissariats and local governments. Since, in modern conditions patriotic education is focused on the formation of readiness for military service as a special type of civil service. Its content is determined by the national interests of Ukraine and is designed to ensure the active participation of citizens in maintaining the security of the Ukrainian state from external threats.

With the introduction of the concept “New Ukrainian School”, the Ministry of Education and Science of Ukraine has developed four cross-cutting curriculum content lines for studying “Defense of Ukraine” – environmental security and sustainable development, civic responsibility, health and safety, entrepreneurship and financial literacy. The cross-cutting content lines reflect the leading socially and personally significant ideas that are consistently revealed in the process of teaching and educating students, and are a means of integrating educational content, correlated with key competencies, mastery of which ensures the formation of values and worldviews. Also, new notions of defending Ukraine in the face of new challenges, in particular during the “hybrid war”, occupy an important place in this program. Critical thinking and media literacy are the “weapons” of citizens that high school students should get acquainted with in the lessons of the subject “Defense of Ukraine”.

Therefore, the main purpose of the subject “Defense of Ukraine” is the formation of high school students’ skills and abilities to defend their homeland and act in emergencies, as well as the overall understanding of patriotic education as a part of national education. In accordance with the set aim, the following complex of educational tasks are to be fulfilled:

- acquaintance with the basics of legal support of Ukraine, civil protection and protection of life and health;
- development of the high students’ awareness of their duty to protect Ukraine in the event of a threat to the sovereignty and territorial integrity of the state;
- acquisition of knowledge about the functions of the Armed Forces of Ukraine and other military formations, their characteristics;
- mastering the basics of defense of the homeland, civil defense, home care, psychological education of students to defend the native country;

- vocational orientation of young people to serve in the Armed Forces of Ukraine and other military formations defined by the Ukrainian current legislation, to protect life and health, ensure their own safety and the safety of others in peacetime and wartime emergencies.

It should be observed that the aforementioned tasks have become especially relevant today, when the Armed Forces of Ukraine need a well-trained reserve, and it is a modern school that can ensure this task, because it is in the course of high school subjects (including “Defense of Ukraine”) that one hundred percent of pre-conscription youth receive basic military training, form a sense of patriotism and national dignity.

Along with the above mentioned, the subject “Defense of Ukraine” is aimed at achieving the comprehensive goals of the general secondary education of high school students: well-rounded personality development; successful socialization; formation of their national identity, citizenship (e.g., ecological citizenship, global citizenship), world view, critical thinking, creativity, research skills, ability to self-enhancement and self-cognition in the conditions of the challenges of modern world. The leading factor in the development of such a personality is the formation of high school students’ ability to apply knowledge in real life, while solving practical problems and the ability to determine and justify their own life position. And to fulfill these goals of the general secondary education, teachers must arise the high school students’ interest in the educational process by involving compelling facts related to the material under consideration and utilizing pedagogical techniques for cooperative as well as autonomous learning:

- exercises and tasks, which create prerequisites for cooperation, active participation of high school students in the learning process;

- tasks that encourage dialogue, expression of personal opinions and civic positions as well;

- creative tasks, in solving which high school students show initiative, independence, have the right to choose and argue;

- tasks that encourage specially designed situations of choice and modeling life situations (Petrongovsky, 2003).

By organizing high school students' work in teams, teachers exploit not only collaborative work within one group but also interactions between different groups. For example, a group of four people is given a situational task: "Walking down the street, you witnessed the fall of an elderly woman, 60 years old. She does not shout, does not move. What will be your actions? Carry out the algorithm of examination of the woman and the necessary first aid measures for the victim in the absence of breathing". Studying the conditions of the problem, group members must very quickly organize their work, determining the positions of each student. The results of the group's work are as follows: "Someone coordinates the work, someone calls an ambulance (demonstrates how to do it correctly in this situation), someone determines the state of consciousness, checks breathing, etc." All the teamwork of the group is based on mutual support, trust in each other. Both the work of the group as a whole and the participation of each member of the group in particular are evaluated. To make an assessment, teachers involve the rest of the students, who closely monitor how each member of particular group work. They point out the mistakes of the group, make comments on the correctness of certain actions.

In fact, the mentioned activity is rather time-consuming, requires careful preparation, and yet it is one of the most effective and especially appropriate during practical classes. Such work creates favorable conditions for high school students' self-realization, allows them to feel their importance and contributes to forming such necessary for life qualities as: the ability to make independent decisions; openly and freely show their

feelings and express their opinions; respect the opinion of others; believe in success; not despair at failures; not be ashamed to ask for help. And a teacher's task is to positively adjust all participants of this process to work, to stimulate a friendly attitude to each other, partnerships, mutual assistance.

Thus, teaching the subject "Defense of Ukraine" is carried out as dual process at the psychological and ideological levels: on the one hand, it is a moral and psychological process of shaping feelings, ideas, habits, moods, aspirations, norms of patriotism, volitional qualities; on the other hand, it is the formation of patriotic consciousness, ideas, views, beliefs on the worldview level. Naturally, in this regard an important place is occupied by extracurricular activities, in particular in the form of discussions, debates, educational commemoration practices aimed at developing a practical component of high school students' patriotism (Verbytska, Guyver & Kendzor, 2019). And it is successfully formed, first of all, in the process of involving high school students in actions of mutual aid and support, which allows them to show mercy. Such activities are carried out within the framework of the volunteer movement (sponsorship concerts and gifts in the home for the elderly; concerts, communication and gifts in the regional shelter for minors; collecting things for flood-affected areas of Prykarpattia region; patronage concerts in the orphanage; collecting stationery and textbooks for kids with low-income families.

In view of all the above, in Ukraine, the today's patriotic education of high school students provides:

- education of worthy citizens of Ukraine with a high level of moral qualities (honor, conscience, responsibility, benevolence, truth, love for the homeland);

- readiness of young people to perform the civic duty to defend the national interests, independence and security of Ukraine;

- tolerance and respect for people of other nationalities, other views and beliefs (forming of European identity);

- respect for human rights, democracy, freedom and responsibility (European citizenship);

- fostering a sense of responsibility for nature conservation as the national wealth;

- shaping the responsible attitude to individual health;

- education for life based on the unity of language, civics, general cultural, information and communication competences;

- consolidation of efforts of parents, teachers and public institutions.

Conclusions. From the outcome of the study, it is possible to conclude that in Ukraine, in its democratic development, patriotism is nourished by the progressive patriotic traditions of Ukrainians, as well as the best examples of patriotic traditions of other European countries and peoples, the world democratic movements, enriching them with historical achievements of their homeland. And different aspects of patriotic education of high school students must be implemented comprehensively, ensuring the formation of unity of thought, feeling and action. It is necessary to combine the acquisition of knowledge about social events and phenomena, patriotic actions and behavior, emotionally positive attitude to them with practice in accessible social activities and deeds.

We envisage the ways of modernizing patriotic education in: creating favorable educational environment in a general secondary education institution with the view to involving high school students in cooperative activities on patriotic orientation; realizing the educational potential of extracurricular activities and exploiting innovative forms, methods and means of implementing the content of patriotic education of high school students to motivate them to military service and defense of Ukraine; training teachers for innovative patriotic education of high school students.

On the basis of the findings, the scope for further research lies in studying the state of the patriotic education at higher education institutions in Ukraine.

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