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PECULIARITIES OF PATRIOTIC EDUCATION FOR YOUTH BY MEANS OF FOREIGN LANGUAGE STUDY

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Viewing the political events today the article is devoted to the peculiarities of patriotic education and upbringing a sense of tolerance as its fundamental component. The need of reformatting the main approaches to patriotic education of young people today has been revealed taking into consideration growing quantity of interethnic conflicts and social crises. In this context, the emphasis should be shifted towards developing a tolerant attitude of the patriot-citizen to other citizens both within his own country and abroad, that makes possible the peaceful coexistence of people with different views on life, regardless of their religion, political views or the spoken language. Emphasis has been given to the importance of developing the sense of respect, desire to multiply and preserve the cultural values and heritage of the native country, but at the same time the sense of patriotism should not be absolute and sharpened. The article proves that the latter is a driving force in the emergence of conflicts, both multinational and among citizens of one country and nationality, that often happens because of different views on patriotism. The main factor in reconciling and preventing such conflicts is upbringing the sense of tolerance as a fundamental component of patriotic education in today's conditions, that we define as the education of a reasonable citizen-patriot. The article emphasizes that the formation of such a reasonable patriotism should be continued throughout the educational process by all educational institutions, as well as be supported at home. It has been also stated that the best way to become tolerant is to see the true to life example, so the teacher himself must be a real patriot and a role model for students. It has been also determined that the optimal conditions for a productive educational process in this context can be created at foreign language classes: learning the culture of other people, speaking a foreign language creates an invisible touch to another world, different from their own and forms a respectful attitude to it. Understanding that our world is unique, full of different cultures, religions, languages, customs, views and that this diversity should create a certain harmony, is a way to peaceful coexistence and is defined by us as a tolerant attitude to others by a reasonable patriot. Within the study of foreign languages, special tools have been singled out, namely interactive methods for promoting the development of these personal qualities: role-playing games, preparation of joint projects and presentations, a case method, discussions in the style of tolerance.

Key words: *patriotic upbringing, tolerance, reasonable citizen-patriot, true to life examples, learning other cultures, interactive methods.*

ОСОБЛИВОСТІ ПАТРІОТИЧНОГО ВИХОВАННЯ СУЧАСНОЇ МОЛОДІ ЗАСОБАМИ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

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Статтю присвячено особливостям патріотичного виховання і розвитку почуття толерантності як основоположного складника патріотичного виховання в умовах сучасних політичних подій. На фоні загострення міжнародних конфліктів та суспільних кризових явищ виявлено необхідність доцільності переформатування основних підходів у напрямі патріотичного виховання молоді нині. У зазначеному контексті акцент має бути зміщено у бік виховання толерантного ставлення громадянина-патріота до інших громадян як у межах своєї країни, так і з-за кордону, що уособлює мирне співіснування людей з різними поглядами на життя, незалежно від їхнього віросповідання, політичних поглядів чи мови, яку вважають рідною. Увагу акцентовано на важливості розвитку поваги, шанобливого ставлення, бажанні



примножувати та берегти культурні цінності і надбання рідного народу, проте разом із тим почуття патріотизму не повинне бути абсолютизованим і загостреним. У статті доведено, що останнє є рушійною силою у виникненні конфліктів через різне бачення і ступінь виявлення патріотизму. Головним чинником на шляху примирення та запобігання цьому є розвиток почуття толерантності як основоположного складника патріотичного виховання в умовах сьогодення, що визначено нами як виховання свідомого громадянина-патріота. У статті наголошено, що формування такого свідомого патріотизму має тривати впродовж усього навчально-виховного процесу всіма закладами освіти, включаючи домашнє виховання. Принагідно було зазначено, що найкращим способом виховання толерантності є власний приклад, тому вчитель має сам бути свідомим патріотом і взірцем для тих, хто навчається. Також було визначено, що оптимальні умови для продуктивного виховного процесу у зазначеному контексті можуть бути створені на заняттях з іноземної мови: пізнання культури іншого народу, говоріння іноземною мовою створює невидимий дотик до іншого світу, відмінного від власного, і формує шанобливе ставлення до нього. Розуміння того, що наш світ є багатограним, сповненим різних культур, віросповідань, мов, звичаїв, поглядів, що саме ця різнобарвність має створювати певну гармонію, є шляхом до мирного співіснування і визначається нами як толерантне ставлення до оточуючих свідомого патріота. У межах вивчення іноземних мов окреслено спеціальний інструментарій у вигляді, зокрема, таких інтерактивних методик, покликаних сприяти в розвитку зазначених особистісних якостей, як: рольові ігри, підготовка спільних проєктів і презентацій, кейс-метод, дискусії у стилі толерантності.

Ключові слова: патріотичне виховання, толерантність, свідомий громадянин-патріот, власний приклад, пізнання інших культур, інтерактивні методики.

Introduction

The world is getting closer, so we have more opportunities to exchange our thoughts and communicate. At the same time in a closer global world there are many conflicts, personal and multinational, because of misunderstanding. In solving such kinds of problems scientists rely on education: to defend interests of a nation there should be proper patriotic education. Nowadays the unity and integrity of Ukraine are under threat, so the main emphasis and preference should be given to serious changes in patriotic education. It's a matter of fact, today Ukraine is divided into two contradicting parts: eastern and western. This artificial division of the territory brought crisis and chaos to Ukraine, that undermines the adequate perception of "patriotism" and social consolidation by representatives of different parts of our country. In other words, this term has different meanings for different groups of the population. To our mind, this is due to the information gap and insufficient patriotic education, namely the incorrect dominant factors in this sphere. Thus, one of the ways out of the crisis is the reorganization of education in the direction of patriotic upbringing. So the aim of the article is to identify the main tendencies and possible ways in bringing up "a responsible citizen-patriot", a citizen able to live in harmony with other people both within his country and abroad.

1. Theoretical justification of the problem

Ukrainian researchers of the present time I. Bekh, O. Vyshnevsky, I. Voskova, I. Zhadan, O. Zaychuk, V. Kuzmenko, I. Martyniuk, L. Mytsyk, N. Onishchenko, L. Ponomarenko, V. Popluzhny, G. Pustovit, O. Savchenko, N. Slyusarenko, O. Sukhomlynska and others worked on creating the concept of renewed patriotic education as an effective factor

of consolidation of the nation in order to overcome both economic and spiritual crisis in Ukrainian society. It should be noted that the great pedagogical ideas developed by G. Skovoroda, K. Ushinsky, A. Makarenko as well as J. Korczak, M. Montessori, G. Pestalozzi, J.-J. Russo, S. Frene, R. Steiner became the basis for creating the concept of patriotic education of modern time. Thus, K. Ushinsky focused on educational systems that must be special and unique to each nation. He warned against the thoughtless introduction of the educational model of one nation to another, which is especially true of patriotic education, because national values are a treasure accumulated over the centuries, passed down from generation to generation. Therefore, there are certain national methods of transmitting these values and knowledge, which should be followed in the first place. A. Makarenko also mentioned the transfer of value orientations from the older generation to the younger ones (Kuzmenko, 2013). He considered the upbringing of a citizen-patriot the basis for personality formation and formulated the main characteristics of such a person, namely: the ability to work, be politically and economically educated, have a high general culture, the ability to work in a team, be disciplined etc.

V. Sukhomlynsky had a deep conviction that patriotic thoughts, feelings, experiences and duty are the main components of human dignity, and it should be brought up from childhood. He drew attention to the importance of having the sense of duty to one's own country, the value of which V. Sukhomlynsky equated to the value of one's own good name and dignity of his family (Skhomlynsky, 1973: 219).

In its turn in the Philosophical Dictionary, the meaning of the word "patriotism" is



interpreted as follows: "Patriotism (from the Greek "patris" – homeland) is a moral and political principle, social feeling of love to the motherland, pride for its past and present, desire to protect the interests of the homeland" (Frolov, 1986). In the dictionary of V. Dal the term "patriot" is characterized as a person who loves homeland dearly (Dal, 1978: 24).

2. Methodology and methods

In the article theoretical research methods are suitable to analyze scientific, pedagogical and psychological researches on the issues of patriotic upbringing. Synthesis and analysis refine the conceptual apparatus of the study. Methods of induction and deduction are used to establish links between basic concepts and their peculiarities, the research method is applied to formulate conclusions of the study, the prognostic method helps to find the place for suggested innovations in the educational process. Scientific views have been analyzed regarding the definition of patriotic upbringing.

3. Discussions and results

Taking into consideration the mentioned above we understand the necessity of patriotic upbringing beginning from the early childhood. Thus, the concept for the development of education in Ukraine for the period 2015–2025 says that patriotic education should play a significant role in the education system. And one of its main educational tasks is to form tolerant attitude to other peoples, their culture and traditions. Beginning with the year 2015 a lot has been done at every level of educational process in patriotic upbringing. But the process has not brought the desired results. In the opinion of I. Bech the reason to this is the weak trust in the state itself that makes citizens to take care of themselves, not relying on the state forces. The latter leads to the hesitation and uncertainty, gradual losing of patriotic feelings (Bech, 2018: 8). But sometimes the results are quite contrary and patriotic upbringing leads to the features of nationalism as well as the superiority of one nation over others. That is why it's of paramount importance to find the golden mean in this process. We consider that the golden mean lies in teaching tolerance as a dominant factor within patriotic upbringing.

To our mind upbringing tolerant attitude must become a chief component in the patriotic education. Such an approach can be a solution to many personal and international conflicts and is able to make possible the peaceful coexistence of people with different views on life, regardless of their religion, political views or the spoken language.

Tolerance originates from the humanistic ideas and presupposes respect, which must be shown at different levels: between individuals,

between men and women, between nationalities, between countries, between civilizations. There are different types of tolerance: social, national, sexual, religious tolerance, interpersonal, marginal, etc. Tolerance does not mean changing personal attitude towards something, even if this attitude is negative. Everyone has the right to his own opinion and to his own assessment of another person, which generates a certain attitude to the surrounding society (Maximova, 2015). To show respect, one must learn to be aware of the difference, to stand on the positions of denying dependence, not accepting superiority over others. The sense of tolerance gives the unique opportunity to recognize the category of freedom in relation to other people.

Tolerance demands constant work on one's personality, it is a kind of self-improvement in controlling own emotions without negative feelings, thus forming the only way to forming reasonable social harmony. In this context the result of educational influence lies in the upbringing a reasonable citizen-patriot. And the best way for a teacher to develop students' tolerance is to be tolerant himself because true to life examples are accepted and followed easily and naturally.

No doubt patriotic education should be implemented throughout the educational process as a whole, including all the disciplines. At the same time in teaching foreign languages there could be created more productive conditions as this discipline is directly connected with foreign culture, its peculiarities and traditions. Speaking a foreign language creates an invisible touch to another world, different from the usual surroundings, it arises new feelings and gradually forms a respectful attitude to it. The desired result reveals in understanding that our world is unique, full of different cultures, religions, languages, customs, views and that this diversity should create a certain harmony.

Nowadays there is a tendency of internationalization within foreign language study. Today the Council of Europe continues to promote actively the introduction of communicative-oriented approach to foreign language teaching, which aims to preserve and enrich the linguistic and cultural heritage of different peoples for intensive exchange of scientific and technical information, cultural achievements, mobility. In recent decades, European departments, centres, courses, as well as partner organizations and offices for the cooperation and exchange of teachers and students have begun to be established in the higher schools of the European Community. In our opinion, the internationalization of education



is a progressive step forward, which places new demands on Ukraine in the context of mastering foreign language communication and forming a responsible citizen-patriot (Osaulchuk, 2015: 51–55).

For example, two concepts of European education have emerged and received official support in Europe: the concept of the EU and the concept of the Council of Europe. The main principles of creating a single European educational space in both concepts are: multicultural Europe with creating conditions for learning foreign languages, using various national features of education and teacher training; mobile Europe as support for the exchange of teachers, pupils, students, administrative staff; adoption of a procedure that allows teachers to work temporarily in different EU countries etc. These facts give understanding that teaching foreign languages we form future representatives of our country at the international level, so effective patriotic education becomes a demand for our successful integration into European and world community.

Therefore, we suggest at foreign language classes of higher education institutions being quite reasonable to get acquainted with the leading authentic documents and programs of the centres (European Centre for Community Education, Additional Certificate Community Education, Education for Democratic Citizenship). Learning successful foreign experience can be helpful in building our own way in forming a reasonable citizen-patriot. Within the study of foreign languages there are special tools to have purposeful organization of a positive experience of tolerance as well.

To these tools belong innovative technologies and methods of the present time: collaborative learning technology; problem-based learning technology; interactive method technology (Eshonkulova, 2020: 356–357). Within the collaborative learning technology, we see students who work collaboratively with the desired result in creating cooperation and mutual assistance; as for the problem-based learning technology we presuppose creating a special problem situation for students with the task to find the way out without conflicts; interactive method technology may mean free discussions in the classroom simply without getting angry. Except for discussions in the style of tolerance we see great potential in other interactive methods such as role-playing games, brain-storming, mind-mapping, preparation of joint projects and presentations, using a case method. For example, English teachers can suggest presentations of projects on topic “I Am a Citizen of My Own Country”; involve

in brain-storming on topic “What Changes Tolerance”; role-playing on topic “I Defend Interests of My Motherland”; include into educational process mind-mapping on topic “What Makes Me a Real Patriot” etc.

Conclusions

The tendency of internationalization in education shows the necessity in upbringing true representatives of the country on one hand. On the other hand, growing number of personal and international conflicts demands reorganization in the sphere of education, namely in the direction of patriotic upbringing. Under the term of “patriotic upbringing” we understand purposeful forming and development of “a reasonable citizen-patriot”, who is ready to defend interests of his native country peacefully. That is why we consider tolerance to be the dominant factor and characteristic of paramount importance in proper patriotic education. Within our research we have come to the conclusions that the formation of such a reasonable patriotism should be continued throughout the educational process by all educational institutions, as well as be supported in families. We have noted the best way to raise patriotic generation lies in having true to life example of reasonable patriotism coming from both teachers and family. In addition, the possibilities of all the educational disciplines and also mass media forming the consciousness of most people today, should be properly assessed. The results of our study show that the right approach in this sphere today will help to form an effective democratic society in future.

We single out studying foreign languages to be the discipline with favourable preconditions for effective patriotic education. Learning foreign languages creates an invisible touch to another world, different from our own and forms a respectful attitude to it. The understanding that our world is unique, full of different cultures, religions, languages, customs, views and that this diversity should create a certain harmony, is a way to peaceful coexistence and is defined by us as a tolerant attitude to others by a reasonable patriot. Within the study of foreign languages, special collaborative and interactive techniques have been singled out for promoting the development of the mentioned personal qualities: role-playing games, preparation of joint projects and presentations, a case method, discussions in the style of tolerance etc., that finally will allow harmonious and consistent formation of a responsible citizen, a citizen-patriot. We consider broadening the methodology of proper patriotic upbringing within different subjects as prospects for further research in this area.



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