

# Ideological Aspect of Training Future Teachers for Patriotic Education of the Youth

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## Abstract

Nowadays we observe loss of traditionally Russian patriotic consciousness in our society. Patriotism is more increasing to regenerate into nationalism. Indifference, individualism, egoism, cynicism, the disrespectful attitude to the state and social institutes, unmotivated aggression were widely adopted in public consciousness. Such concepts as “a military valor and advantage” grew dull. The relation to the heroic past of the Fatherland became usual. In addition, we observe falling of prestige of Russia in the world; decrease in economic potential, education level; crisis of a moral and psychological condition of society and disturbing tendencies in formation of spirituality of younger generations. Problems of education in general faded into the background and patriotic—in particular. Today changes in military patriotic education are necessary. Based on the new concept it is important to raise a role of education and to create modern educational technologies in training of the teachers capable to bring up true patriots of the Russian state, its brave defenders. This article is devoted to a problem of formation of ideological competence of future teachers to implementation of patriotic education of the younger generation. The main result of the article is the system of preparing of teachers-to-be for the implementation of patriotic education of pupils. Materials of the article can be useful to teachers of schools, teachers of institutions of higher professional education, and for students and graduate students of pedagogical specialties of higher education institutions.

**Keywords:** patriotism, ideology, patriotic education, student, teacher, citizenship

## 1. Introduction

Collapse of the USSR was characterized by big changes not only in political, but also in social life of society. Getting the status of the new sovereign state, Russia passed a set of reformations, including in system of ideological preparation of the younger generation and patriotic education.

Nowadays bringing up of patriotic feelings, consciousness and civil qualities among younger generation moves forward as a priority task. However, the analysis of practical activities of higher educational institutions of the Republic of Mari El testifies to low productivity of the held events at the level of the higher school. The Humanities deal with a problem of patriotic education what involves inter-subjective dissociation in the content of patriotic education and is the reason of a fragmentariness of patriotic outlook of youth. There is a contradiction—the separate discipline is not able to provide the high level of good breeding of the younger generation necessary for a solution of the problem of patriotic education in modern conditions, and plenty of subjects generate duplication of a material, emergence of interdisciplinary barriers. Need of permission of this contradiction assumes search of optimum ways of improvement of the content of patriotic education for the purpose of increase of level of patriotic good breeding of youth in modern conditions. (Semenov, 2008)

It is possible to regard the following things as the indicators characterizing a condition of personal readiness for implementation of patriotic education: the student's relation to society, the state, the socio-political phenomena which are shown in its activity; knowledge of the civil rights and duties; existence of civil-significant qualities of the personality: the civic duty, a civil liability, a personal liberty, social activity, patriotism, national consciousness and tolerance representing an ideological basis of activity of teachers-to-be who is carrying out patriotic education of youth.

Therefore, at specification of valuable reference points of the new concept of military patriotic education for

2011-2015 it was noted that today revision of its target directives, the correct understanding of tasks and the maintenance of the corresponding work is required. Things mentioned actualize need of special ideological education of students of liberal arts colleges which should be organizers of a patriotic work among pupils of schools.

Besides emotional and active manifestation, patriotism has the ideological aspect, which is expressed in the belief and views having the valuable basis. Formation of ideological patriotism happens under influence as especially intimate and personal feelings which influence on further living views of the individuals, and under the influence of the socio-political relations. Patriotism as the ideology, along with natural emotional love for the country, includes respect for own state and aspiration for its strengthening, feeling of the nation as whole, despite social, cultural, religious variety of society. (Rapoport, 2009)

Patriotism is understood as one of the phenomena of public consciousness, which is shown in the form of the patriotic consciousness having three main levels. The first—subconscious, formed as a result of emotional perception of various images and influence of archetypes of a motherland. The second—strong-willed, provoking the individual to the active actions based on feelings; the third, highest level of awareness of patriotism, ideological when the individual, realizing the belonging to a certain community, works proceeding from the belief based on patriotic values. (Lutovinov & Melnichenko, 2004)

## **2. Material and Methods**

The methodological basis of the research: fundamental philosophical regulations on social essence of the personality; system approach to studying of a problem of patriotism and process of preparing of students for patriotic education of youth; philosophical, pedagogical, psychological theories about development of the personality, about vocational training of the teacher in system of the higher education; activity approach in the course of training of future teachers for patriotic education of youth.

During research, empirical and theoretical methods were used. Universal methods of empirical research were applied: polls, questioning, interviewing, testing, and expert assessment.

Theoretical methods: analysis of literature, modeling, philosophical, sociological, politological methods of research. The main theoretical methods were the ones of the analysis and synthesis, induction and deduction, analogies and comparison, the system and structural analysis.

## **3. Discussion**

While studying and identification of ways of a solution of the problem of training of teachers-to-be for implementation of patriotic education, the concept “readiness for implementation of patriotic education” has to be specified and filled with the new content. Readiness of future teacher for implementation of patriotic education should be considered as the integrative quality of the identity of the teacher directed on the formation of bases of civil qualities of the personality including civil, social, moral and professional views, feelings and abilities.

The following things are to be considered as the indicators characterizing a condition of personal readiness for implementation of patriotic education: the student's relation to society, the state, the socio-political phenomena which are shown in its activity; knowledge of the civil rights and duties; existence civil significant qualities of the personality: the civic duty, a civil liability, a personal liberty, social activity, patriotism, national consciousness and tolerance representing an ideological basis of activity of future teacher who is carrying out patriotic education of youth (Jdanova, 2008).

Searching for fundamental approaches to the new strategy of patriotic education became multilateral and intensive in recent years. Philosophers, sociologists, psychologists, lawyers, physiologists, physicians are more and more actively connected to this work. In the center of their attention, there is a plenty of the problems connected with conditions, features, development mechanisms of the personality, formation of younger generation.

The outlook defines ideology of society, including ideology of education of new generations. Only the ideology expressing the most important interests of society, state, directed on the solution of its pressing problems can relieve our consciousness of disturbing doubts, of internal contradictions, social and political opposition between people. The state ideology has to represent set of officially recognized doctrines in all key spheres of activity of society founded on its interests and values, traditions and prospects, achievements, difficulties and problems.

The latest analysis of a situation in Russia shows that in the early nineties the liberal and democratic ideology prevailed in mass consciousness promising “... full prosperity and wellbeing in case of transition to the “western”

model of social fabric and achieving destruction of system of traditional values, reference points, replacement with their others—“universal”, “civilized”, and in fact—pro-American. (Lutovinov, 1999) Certainly, they could not get accustomed on the Russian ground. Still the domestic pedagogics were shocked. Suddenly its theoretical bases were washed away, the concepts, which seemed to be firm, were declared pseudoscientific, educational functions of the major social and state institutes were disordered. Possessing frankly nationalistic, anti-Russian orientation, the liberal and democratic ideology in essence represents something other, as the ideological weapon for destruction of our national and religious consciousness”.

Thus, set of values of the liberal and democratic ideology represents a typical model of suppression, replacement of ideology of the prostrate opponent for the purpose of creation of conditions for integration of “former Soviet Union” into the international structures “new world fabric”. With an obvious failure of “radical reforms”, unprecedented national humiliation of the power mighty before and powerful splash in radical nationalist sentiments in the masses (Kuzmin & Fathulin, 2011). Insolvency of this anti-Russian, in essence, ideology became known. No wonder that it did not become and could not become a basis for development of any acceptable and viable concept of education in the conditions of the reformed society.

Thus, revival of national consciousness of Russia, realization of the spiritual and moral and pedagogical capacity of our society created by many generations are the dominating tendency of its modern development and in all respects gravitate to perhaps more complete recovery of the historical continuity interrupted in the XX century with a series of destructive military collisions and strong social cataclysms.

Proceeding from logic of interrelation and interdependence of the spheres connected with formation of social groups, societies and persons it is possible to note that the tendency of a patriotization of the Russian ideology, certainly, assumes also an education patriotization. Therefore, first, the question of need of patriotic education for modern conditions sounds more rhetorically.

#### 4. Results

The Russian ideology of education can be considered as system of formation of the major cultural and sociocultural wealth, which officially has the national status, supported by citizens of society. Modern educational strategy has to be based on formation and development in youth first of all of spiritual and moral values, humanity, freedom, democracy, diligence, justice, civic consciousness, patriotism and some other. (Lutovinov, 1999)

This direction of training of teachers-to-be should be connected with such component of formation of their valuable and patriotic outlook as ideological competence of understanding of educational ideals on which the complete system of patriotic formation of the growing-up personality is based.

Formation of such competence of our experimental experience contacted the organization of a special scientific and methodical seminar and a workshop on development of school programs, and a scientific and pedagogical class about “School as the environment of patriotic education of the growing-up personality”.

As the purpose of a scientific and methodical seminar for teachers-to-be was studying and the correct arranging of accents in understanding of the thesis of the Federal program and Concept of patriotic education of citizens of the Russian Federation and ways of their realization in school practice of education.

The developed program of a seminar was calculated on 12 hours and included three sections:

I. The program and the Concept “Patriotic education of citizens of the Russian Federation” as fundamental documents in development of personal qualities of the patriotic citizen in the conditions of comprehensive school.

II. Scientific and methodical bases of development of school programs for military patriotic education of young citizens of Russia.

III. Technologies of education of a military patriotic orientation at pupils of comprehensive schools.

Let us present in more detail how modules of the maintenance were presented in this seminar where students of experimental groups took part. First, we will show in what the general relevance of the organization of this form of training and education of students of teacher training University consists.

I. Organization of a special scientific and methodical seminar

Successful formation of high spiritual qualities of the personality, in particular in patriotism, depends on the spiritual and moral atmosphere in the country, activities for implementation of requirements of the leading documents on improvement of educational work. The first occupation of the I section was devoted to

identification of ideas of students of the concepts “Homeland”, “patriotism”, “patriotic education”, “military patriotic education”, acquaintance with new documents on military patriotic education: “Concept of patriotic education of citizens of the Russian Federation” approved at a meeting of Government commission on social problems of the military personnel, the citizens discharged from military service and members of their families (the protocol No. 2(12)-P4 of May 21, 2003) the State program “Patriotic education of citizens of the Russian Federation for 2005-2015” (The resolution of the government of the Russian Federation of 16.02.2001 No. 122), Federal constitutional laws of the Russian Federation of December 25, 2000. “About national flag of the Russian Federation”, “About the State Emblem of the Russian Federation”, “About a national anthem of the Russian Federation”, the Law of the Republic of Mari El on the state symbols of the Republic of Mari El (Yoshkar-Ola, on November 30, 2006, No. 68-3), the Resolution of the government of the Russian Federation of July 24, 2000 No. 551 “About military patriotic youth and children's associations” and so forth.

During the second lesson students were acquainted with “The concept of military patriotic education of citizens of the Russian Federation”, which is the document reflecting officially accepted views of public policy in the field of military patriotic education. In the Concept were presented: theoretical bases of patriotic education, its purpose, goals and the principles, a role and a place of the state and public associations and the organizations for education of patriotism in modern conditions, definition of patriotism on personal and macro level. It is emphasized that “patriotic education, being part of the general educational process, represents systematic and purposeful activity”, in particular educational institutions which occupy in systemically organized approach to patriotic education one of the first places, along with a family, the ethno cultural environment, the region of residence and so forth.

The special attention was paid to the part of the Concept where it is told about a pedagogical and methodological support of military patriotic education. “Fundamental development of a complex of training and special programs, techniques on the organization and carrying out patriotic education, use of all variety of pedagogical forms and means taking into account features of this or that category of the population, development and improvement of forms and methods of education”—a noble task of present students, future teachers.

The third lesson was devoted to discussion of the State program “Patriotic education of citizens of the Russian Federation for 2005-2015” in which introduction it is reported that the Program has the state status, is focused on all social groups and age groups of citizens of Russia and defines the main ways of development of system of military patriotic education of citizens, its main components allowing to form readiness of the Russian citizens for service to the Fatherland. Experience and achievements of the past, and also modern realities and problems, development tendencies of our societies were taken into consideration by drawing up this Program, i.e. it declares possibility of overcoming of a rupture of a continuity and application of the wealth of experience which is saved up, in particular, in the soviet school during the previous periods in the field of military patriotic education.

In the second section of the Program “Maintenance of a Problem of Patriotic Education and Justification of Need of Its Decision by Program Methods” definition of the concept “patriotic education” is given and its orientation on “formation and development of the personality possessing the citizen's features is explained: the patriot of the Homeland is capable to carry out successfully citizen's duties in peace and wartime”. (Kuzmin & Galliulin 2010) In the Program it is noted that complexity of implementation of this direction of education is caused by contradictions of modern life: “Economic disintegration, social differentiation, devaluation of cultural wealth had negative impact on public consciousness of the majority social and the age-related of national groups of the country, sharply reduced educational influence of the Russian culture, art and education as most important factors of patriotism building.

The system of patriotic education assumes revival, a building and development social and moral values, civism and patriotism in the course of education and training in educational institutions of all types; mass military patriotic work carried out by government institutions, social movements and the organizations; the activity of mass media, the science and other organizations, the creative unions directed on interpretation of problems of military patriotic education on formation and development of the identity of the citizens and defenders of the Fatherland (Hand, 2011).

In the third section of the Program its purposes are designated, namely—development of the system of patriotic education capable to consolidate society, to maintain public and economic stability, to strengthen unity and friendship of the people of Russia, and also the tasks connected with creation of the mechanism which would provide formation and effective functioning of the state system of military patriotic education; formation of the patriotic feelings and consciousness of citizens on the basis of historical values and the role of Russia in destinies

of the world, preservation and development of a pride for the country that directly belongs to educational institutions; bringing-up the personality of the citizens—the patriot of the Homeland capable to rise in defense the state interests of the country.

The system of program actions, the mechanism of implementation of the Program and resource providing the Program is covered in IV, V and VI sections.

The program assumes the publication of the federal law on patriotic education subsequently. Imagine yourself on a place of legislators. What articles would you include into future law?

During the fourth lesson of this section, we considered more concrete subject—refraction of the purposes and problems of patriotic education in educational institutions. Patriotic education as it is noted in the Concept is part of the general educational process which main part lays down on school now. The school after a family brings up the beginnings of patriotism, approves in consciousness and feelings of the young man social significant patriotic values, views and belief, respect for the cultural and historical past of Russia, for traditions, solves a problem of increase of prestige of activity for the benefit of the country, creates and provides realization of opportunities for more active involvement of pupils in solving cultural, environmental and other problems, brings up school students in the spirit of respect for the Constitution of the Russian Federation, legality, norms of social life, imparts to citizens of the great state of a pride, deep respect and honoring of symbols of the Russian Federation—the Coat of arms, the Flag, the Anthem, other Russian symbolic and historical shrines of the Fatherland.

A very responsible part in achievement of the purpose of patriotic education is assigned to educational institutions—to become a place of a methodological support of the considered process, including development of a complex of training programs, techniques on the organization and carrying out patriotic education, use of the various, acquired in the best pedagogical practices of last years forms and means of pedagogical influence taking into account the age-related features (Johnston, 2007).

Thus, it is important to emphasize that these tasks demand teachers' creative work, their deep interest and conviction in necessity of moral and patriotic development of the personality and quite profound knowledge and abilities of scientific and methodical character.

Thereby, students are taught to understand the tasks of independent development of programs and technologies of patriotic work facing them with youth.

II. Scientific and methodical bases of development of school programs for patriotic education of young citizens of Russia.

Specially organized seminar was directed on training of students in drawing up school programs of facultative classes, which act as the element of educational process at school promoting enrichment of valuable and patriotic consciousness of school students on the basis of the materials possessing bright educational potential in problem solving.

The comprehensive program is created in interests of system coverage of this or that complex pedagogical challenge. The thematic program, acting as part of the comprehensive program stops on the private problems of military patriotic education applying for a certain autonomy in a choice of pedagogical means of its decision. In our experiment, both types of programs functioned. In definition of scientific and methodical bases of drawing up the educational programs an important place belongs to their structural registration including different components (Cthyrkova, 2002).

The comprehensive program of military patriotic education at school has to be directed on the maximum use of educational potential of educational process and opportunities of off study time. In its realization, the most essential significance should be attached to active interaction of local educational system with social and pedagogical factors. Social and pedagogical factors are understood as creation of the special bringing-up space formed on the basis of a priority of values of the devotion to “the small homeland”, respect for historical and cultural property of the country, aspiration for a personal contribution to its prosperity, education of compassion to its troubles, optimism in relation to future prospects of life for Russians, readiness for protection of the Fatherland (Ippolitova, 2008). Formation of the previously mentioned values should be considered as result a lot of the aspect-integrated process of the educational influences proceeding from the different sources, which are specially organized within the complete thought-over technology of military patriotic work (Kuzmin & Galliulin, 2010). This business and the schoolteacher, and other participants of process promoting awakening by children of motivation of a duty to the country.

Taking into account everything told it is possible to note that education of feeling of the Homeland—a task

multidirectional, demanding variety of refractions in the most various thematic programs according to various requirements and interests of children.

There are also such types of socially useful activity, which especially effectively promote formation of consciousness in this program. Activities for conservation, and search and tourist work, in particular, can be referred to it. As the object of care of school students, both need special pedagogical stimulation (Danilyuk et al., 2009).

Thus, the system organization of process of formation of the identity of the patriotic citizen in the school environment is founded on readiness of the teacher to implementation of various thematic programs of the patriotic contents. This task was also carried out within the training seminar.

The finishing section of a seminar was devoted to discussion of technology of the organization of patriotic work. They cleared up through statement of a scientific and methodical problem of a choice of the best way, form, approaches to an assessment of efficiency of application of these or those technologies of education allowing to reach significant changes in process of military patriotic education of youth.

In activity of future teacher on patriotic education, essential significance should be attached to a creative component of the relation to design of this activity (Ribakov, 2013). In this regard, the program of the forming experiment included a task of the organization of work of a scientific and pedagogical workshop on the topic "School as the environment of education of patriotic tendency of the growing-up personality". This workshop was organized with the assistance of students of faculty of technology and professional education and the institute of pedagogics and a psychology of the Mari State University.

The final result of the workshop was "the author's program" of patriotic education of school students which represented the joint project of students of the faculty of technology and professional education and the institute of pedagogics and psychology, heads of teacher guided practice and school teachers. The program, which was named "The hero of Our Time", was approved at basic schools, having become an experiment basis.

## 5. Conclusions

The national feeling of patriotism is a love to historical appearance and creativity of the Russian nation, belief in its spiritual calling, will to its creative blossoming; it is system of the acts following from this love, belief and will, passionate desire to serve it, approving its equal place and a role among other nations of the world. The national does not exclude the universal. However, serving to humanity is carried out through the nation. At least, at this stage of development of Russia, ideas, the western values and options of democracy in a "pure" look imposed as a basis for education of the Russian youth cannot be accepted as they arose and were cultivated, leaning on other, European and American types of the personality, culture and tradition of these countries. Today the situation in society is brought to such state when it is clear that its further dispersal and atomization are inadmissible. Honor, duty, discipline, dedication and self-sacrifice—here qualities demand on which is so great, as well as their deficiency. The new ideology of education has to revive national patriotism of Russians. It is a fundamental problem of development of Russia to which decision the contents and activity of all educational system have to be subordinated.

In our opinion, already called set of ideas and principles on condition of further disclosure of their contents can make the Russian ideology of education of new generations, very strong and attractive to youth. At the same time these ideas, provisions and the principles represent extremely wide and general choice for all political forces, and in this sense, most of all are suitable for all social groups and groups of Russia as a possible ideal of democratic society and uniform ideology of education of all younger generation of Russia. The uniform ideology is necessary not as means of ideological pressure upon the personality, education of all youth in interests of any social system or any group of society, and as the means allowing to unite, integrate society, especially such diverse in the ethnic and social plan as Russian, to give the nations of property and quality allowing it to take a worthy, advanced place in the world community.

The Russian ideology of education is a system of ideas which at the same time is equitable to radical, actual interests of society and the personality, and such relationship between them when society sets a paradigm of education of new generations, creates conditions for its realization, and the younger generations and the personalities develop in the offered conditions, changing them by means of vigorous activity. The ideology of education is urged to promote the changes in consciousness of the individual corresponding to the general direction of social development of Russia.

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