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Gertsen Svetlana Michaelovna

Tyumen state university, Russia, Tyumen
E-mail: s.m.gercen@utmn.ru

Lazutina Daria Vasilievna

Tyumen state university, Russia, Tyumen
E-mail: d.v.lazutina@utmn.ru

Ozhgibesova Nina Yurievna

Tyumen state university, Russia, Tyumen
E-mail: n.y.ozhgibesova@utmn.ru

Lobanova Ekaterina Alexandrovna

Tyumen state university, Russia, Tyumen
E-mail: e.a.lobanova@utmn.ru

National pride in the system of youth patriotic education by means of extracurricular activities at university

Abstract. Overview of the current state of the problem in the system of youth patriotic education is given in the article. The determination of the level of national pride in the consciousness of students is revealed in our study.

Observing the concept of national pride the authors emphasize its similarity with patriotism and difference from nationalism. The cognitive, sensor-emotional, motivational and active criteria were used to identify the formation of national pride among students. The results of the social-pedagogical experiment showed the increasing of national pride among young people nowadays, in spite of the lack of cognitive component.

Keywords: patriotic education; national pride; components; students; social-pedagogical experiment

Introduction

The extracurricular activities were included in the list of the most important indicators of the state accreditation of educational institutions some years ago. In today's Russian society, the educational system is actually abandoned by its traditional educational function at all levels. Particularly in recent decades the meeting of Western values, such as consumer attitudes to work and education, equity cult of individualism and with traditional Russian spiritual and moral values of self-sacrifice, teamwork, solidarity and fraternity, led to the fact that the educational system of Russia almost lost one of the most important functions of education - educational. One can only wonder, the easy way of young people to impose Western values, renouncing all national native ones. The reason is the lack of state ideology and system of extracurricular activities.

Under the conditions observed it is necessary to consider the concept of extracurricular activities, which would cover, first of all, education of national pride and self-consciousness of the sovereignty as the most important factors of self-determination of the future generations of Russian citizens.

The goal of the research

The determination of the level of such concepts as “sovereignty” and “national pride” in the consciousness of the students are revealed in our study.

Objectives of our work are to explore the concept of “sovereignty” and “national pride” in the works of the world's foreign and local teachers through extracurricular activities; to investigate the conduct of extracurricular activities in high school; to conduct a study of observation methods in the form of interviews, questionnaires and diagnostic work on the initial diagnostic stage of socio-pedagogical experiment with students.

The hypothesis of the study is that extracurricular activities can only be effective in raising the national pride of the citizen of the country when they are based on national heroes and are supported by all social institutions. Otherwise, the lack of it leads to destruction of these institutions, and as a consequence, in the destruction of the system state.

Concept of research and study organization

The methodological basis of our study were the works of well-known teachers, philosophers, sociologists, cultural scientists, such as Pythagor, Archimed, Confucius, J. Locke, J. Rousseau, F. Nietzsche, M.V. Lomonosov, L.N. Tolstoy, A.A. Potebnya, V.I. Lenin, P. Sorokin, G.D. Gurvich, J. Korczak, Y.A. Kamensky, M.M. Kovalevsky, K.D. Ushinskiy, A.S. Makarenko, I. Bolotin, who believed that life itself is a constant learning and gaining experience. A.A. Potebnya, being a staunch supporter of the All-Russian unity, pronounced political and cultural unity of the Slavs [3; 102]. Modern researchers from Moscow High School of Economics M. Fabrikant et al., the participants of the International Social Survey Program consider national pride as one of the types of positive social attitude to the country as a whole or to its specific achievements [6; 142].

In this paper, the concept of “sovereignty” and “national pride” are considered in connection with extracurricular activities. The Great Soviet Encyclopedia states: “sovereignty - (from French “souverainete” - supreme power) is the state independence and the ruling in domestic affairs. Respect for sovereignty is the basic principle of modern international law and international relations” [4; 1279]. We understand this term in the absence of any negative connotation as significant knowledge and careful preservation of the history of the country, the ability to protect and defend the interests of the state at the international political level.

The notion of national pride that represents our understanding is the only foundation that carries universal values, to maintain and strengthen the native homeland and its history, is part of the practice and theory of social and educational research as a terminological variant concept of “patriotism”. Emphasizing the distinction between this term with negative connotations associated with the seizure of foreign territory and patriotism in the form of unconditional love of country, we will put an emphasis on this distinction because in the moment it remains debatable. However, our work is not in question of terminological variant concept of “patriotism”. In authors’ understanding the national pride is related to patriotism, but they differ in some way. Patriotism is unconditional love and pride for the motherland, a reason for something to be proud. National pride is different from the nationalism in the fact that loving the country, people respect other countries. In turn, nationalism implies dominance.

However, this concept requires further elaboration and refinement as its use plays a significant supporting role in the education of young people and it serves as a guarantee of unity for future generations based on traditional universal values.

The novelty of our work is that in it the level of national pride at the individual level is described by reference to different criteria, taking into account its formation through extracurricular activities in high school.

According to American researchers G. Almond and S. Verba national pride can be assumed one of the main components of the country's political culture [7; 3]. Russian American sociologist P. Sorokin saw the most important condition of the internal social and international peace in the presence of a coherent and sustainable system of public values. “When the unity of values, their assimilation and harmony are weakened, the chances of an international or civil war are increasing. The destruction of the foundations of value inevitably leads to a crisis of the individual and society, the output from which is possible only in the way of finding new values” [5; 491].

Russian writer N.A. Luhmanova gives reason to think over how long and carefully national pride of the younger generation was “washed out”: “We are Russian, we live in a country where the sun never sets, we protected from Western culture and keep our own head over wild Asiatic tribes, we are eagles flying for the Balkans and by Gothard, who calmed throughout Europe in XIX cent., we gave ourselves to hypnotize, to assure us that our strength is not worth their dexterity, that ... the Russian language is rough and does not give it any song or any affection, that our literature, our poets, our artists are just clowns ... And our Russian child is growing with the desire to be “European” [1; 13].

Russian means separated by centuries of historical events Slavonians with a common first language, which are today called Western (Poles, Czechs, Slovaks, Kashubes and Sorbs), southern (Bulgarians, Serbs, Croats, Bosnians, Macedonians, Slovenes, Montenegrins) and eastern (Belarusian, Russian, Ukrainian, Ruthenian).

The Department of Educational and Extracurricular activities pays particular attention to the education of patriotism in the spirit of traditional Russian values among the youth, which is a subdivision of the federal state educational institution of higher education “Tyumen State University” in Tyumen.

First of all, its tasks include planning and organization of extracurricular, educational work at the university; the creation of the University of optimal social and cultural environment, focused at creative self-expression and self-realization of students, the preservation and formation of moral, cultural and scientific values in the conditions of modern life; preservation and augmentation of traditions of the university, promoting its history, image and prestige of education. In addition, it is important to ensure the successful adaptation of first-year students to the conditions of educational activity, psychological and legal readiness for future professional activities; to attract students to participate in citywide and regional cultural events and events devoted to national holidays.

Chairmen and volunteers participate in social, preventive, sport, tourism, creative, environmental, patriotic events, as well as professional orientation ones. Work orders and directions are regularly discussed at the extracurricular Council. Educational work with students based on the following principles: knowledge and respect for the history of the country, education of patriotism in the examples of national heroes, sport and a healthy lifestyle, inspiring love for hard work. The Council organizes thematic meetings of students with veterans and home front workers, musical and poetry evenings and a variety of actions as museum exhibitions and meetings with the teachers of the Tyumen region who were the participants of the Great Patriotic War. New technologies of patriotic education are included in sport festivals and are discussed at the regional patriotic forum.

In order to identify the level of national pride and awareness of the sovereignty of country and patriotism in young people, we have monitored over the period of February 2016 using the methods of observation, interviews, questionnaires and diagnostic work at the initial stage of socio-pedagogical experiment. Undergraduate and graduate students were involved in the experiment.

The study was conducted by multi-phase sample in compliance with the all-Russian parameters of gender quotas, age and education. The survey was conducted among four groups of students: the first, second, third and fourth years. 608 respondents were involved in the questionnaire: the first year students - 182 people (30%), the second year students - 152 people (25%), the third year students - 146 people (24%), the fourth year students - 128 people (21%). Sex ratio among the entire sample arrays between female - 53.2% and male - 46.8%. The sampling error for a single feature in the range of 5%, which is indicative of the representativeness of the obtained results of the study.

Using the classification criteria developed by American researchers T. Smith and L. Jarkko, we assessed the level of national pride students on the following parameters: the level of democracy, the impact on world politics, economic achievements, social security system, research and development, achievements in sports, the development of literature and art, military weapons, knowledge of the history of their native land [10; 3].

During diagnostics of formation of the components of national pride, we used the following components:

1. Cognitive: knowledge of students about the achievements of national heroes, knowledge of national history;
2. Sensor-emotional component: an act of love for the motherland, the country, the family, the experience of the events in the country, indifferent to what is happening;
3. Motivational: the interest of students in the events that take place in the public life of the country, mature value orientations, identifying values of the society, respect for traditions and the national wealth of the national culture;
4. Active: the willingness of students to act in accordance with their patriotic positions and value orientations, participation in promotions of patriotic movements.

Patriotism and national pride are manifested among young people in a given period in relation to the events in Ukraine, with the returning of Crimea, the victory at the Olympics in Sochi and the Celebration of the 75th anniversary of the Second World War. It can be noticed that the emotional component of patriotism has a high percentage - 85%. Youth enjoys the returning of Crimea, without knowing the details. The cognitive and motivational components are less exposed and constitute only 32% since most young people do not know the marshals and generals of the Second World War, do not watch the news, they prefer entertainment channels only. The active component has changed: before it was fashionable to shy away from the army, recently the number of military personnel is increasing, especially by the contract, due to improved financing and the provision of housing, so this component as compared to 2011 has increased - 39%.

These data demonstrate the following dominants: the majority of students surveyed believe that they have a sense of national pride (72.4%) and consider themselves patriots of their country, 2.5% deny the existence of the qualities of the person.

The survey also shows that young people today worship the Western European singers and actors rather than focus on the heroes and outstanding figures of Russia. 96% respondents have never heard the names of the heroes of the Great Patriotic War, given in the survey, did not know about the heroes of the First World War. The chief goal of Extracurricular Education Department is to introduce young people to the real heroes, honor and pride of Russia. A significant part of the surveyed students believe that they get patriotic information (38.5%), insufficiently patriotic - 23%, 16% of information is not patriotic. According to the questionnaire 70,5% of the students are watching entertainment TV channels every day, ignoring the educational TV programs. 48% do not know about the existence of educational and cultural channels. 56% of students never attend patriotic events of the University, 32% attend from time to time and 21% never heard of them.

Results and Discussion

The theoretical significance of this study lies in the attempt to assess the level of national pride at the individual student level for different criteria, taking into account performance of its formation through extracurricular activities in high school. This description may serve as a basis for further theoretical developments in the study of the level of national pride in the different types of samples.

Thus, these materials allow us to conclude that the effectiveness of extracurricular activities in high school should imply students into the extracurricular educational activities and training their sense of national pride requires a number of measures, including a certain socio-pedagogical conditions aimed at a positive attitude towards homeland, promoting patriotism, constitutional debt, student participation in socially significant activities.

It should be noted that the extracurricular activities in the Tyumen State University are conducted by the Department of Educational and Extracurricular Activities in accordance with the program and objectives. The results of the survey can help in monitoring and verification of its work. According to results of our empirical research one can be judge its activity. Continued systematic work will serve as an awareness of Russian sovereignty in the future rising sense the national pride among generations.

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Герцен Светлана Михайловна

ФГАОУ ВО «Тюменский государственный университет», Россия, Тюмень
Старший преподаватель
Кандидат социологических наук
E-mail: s.m.gercen@utmn.ru

Лазутина Дарья Васильевна

ФГАОУ ВО «Тюменский государственный университет», Россия, Тюмень
Кандидат экономических наук, доцент
E-mail: d.v.lazutina@utmn.ru

Ожгибесова Нина Юрьевна

ФГАОУ ВО «Тюменский государственный университет», Россия, Тюмень
Кандидат педагогических наук, доцент
E-mail: n.y.ozhgibesova@utmn.ru

Лобанова Екатерина Александровна

ФГАОУ ВО «Тюменский государственный университет», Россия, Тюмень
Ассистент
E-mail: e.a.lobanova@utmn.ru

Национальная гордость в системе патриотического воспитания молодёжи во внеучебной деятельности вуза

Аннотация. В статье даётся обзор современного состояния проблемы патриотического воспитания молодёжи средствами внеучебной деятельности в вузе, в частности, воспитания национальной гордости. В исследовании было проведено определение уровня национальной гордости в сознании современных студентов.

Рассмотрев понятие национальной гордости, авторы отметили его сходство с патриотизмом и разграничение с национализмом. Для определения уровня национальной гордости молодёжи были использованы такие критерии, как когнитивный, чувственно-эмоциональный, мотивационный и деятельностный. Результаты социально-педагогического эксперимента демонстрируют повышение уровня национальной гордости среди современной молодёжи, не смотря на низкое значение когнитивного компонента.

Ключевые слова: патриотическое воспитание; национальная гордость; компоненты; студенты; социально-педагогический эксперимент

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