

Essence transformation of the notions of civil and patriotic youth education in a changing world

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Abstract. The paper touches upon the issue of the relevance of civic-patriotic education of young people. Based on the analysis of federal legal documents, it is concluded that today civic-patriotic education is recognized as a priority in modern educational policy. It is noted that the trends of modern science (axiologization, informatization, ecologization, integration, the trend of synergy) subjected the transformation of the concept of "patriotism", "citizenship" as a result of civil and patriotic education of young people in a changing world. The paper presents modern interpretations of these concepts. It is noted that the main goal of civil-patriotic education is the revival of patriotism in our society as the most important spiritual, moral and social value. The concept of "civil-patriotic education of students" was clarified. The purpose of the paper is to theoretically substantiate the methodological foundations for the development of a system of civil and patriotic education of students in a changing world. Theoretical and empirical methods are used. The authors define a set of methodological approaches (value, environment and activity), which determine the content and technological apparatus of the study. These approaches formed the basis for the development of a system of civil-patriotic education of students. The mechanisms of the value approach are identified: the totality and content of values, the definition of technology and methods for the implementation of the totality of values in the process of civil-patriotic education of a person, unity of the content of the system of civil and patriotic education of students and the socio-cultural environment. A system of civic-patriotic education was developed, which is an integration of objective, content, motivational-value, practical-activity, evaluative-effective components. Due attention is paid to the pedagogical conditions for the implementation of the system of civil and patriotic education of students. This system performs analytical, diagnostic, prognostic, design, practice-oriented, adaptive, educational and cognitive, organizational and control and evaluation functions. The results of a survey of students on patriotism, citizenship, the most effective forms, methods and means that contribute to the civil-patriotic education of a person are presented. Among the technologies, students single out subject-oriented technologies that are interactive in nature, contribute to the development of critical thinking, analytical, reflective, research and design skills.

Keywords: citizenship, patriotism, values, methodological approaches, civil-patriotic education

1 Introduction

Nowadays the patriotic topic is a special indicator of modern time. New global realities, the trends of modern science (axiologization, informatization, ecologization, integration, the trend of synergy) transformed the concepts: "patriotism" and "citizenship" as a result of civic-patriotic education.

In public and individual consciousness, in worldview and moral positions, often in deformed interests, one can clearly see, on the one hand, the contradictory process of overcoming old dogmatic postulates in the spheres of ideology and worldview, updating the spiritual spheres

of the individual on the basis of a deep and differentiated mastery of universal values, on the other hand – the penetration of negative tendencies and phenomena into the youth environment. Citizenship and patriotic position of a person is not clearly expressed. There is a disorientation of youth in civil, patriotic, universal values. The critical situation in which the younger generation finds itself requires an appeal to a certain system of values associated with the best national traditions, the universal tradition of humanism as a global worldview that determines a person's attitude to the world around him and to other people.

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2 Problem Statement

Today civil patriotism is recognized as a priority direction of modern educational policy, which is reflected in the legal documents. Patriotic education programs and patriotic events are being implemented in accordance with the Federal Project of the Ministry of Education "Patriotic Education of Citizens of the Russian Federation" of the national project "Education" for 2021–2024, Decree of the Government of the Russian Federation dated November 12, 2020 No. implementation in 2021–2025 of the Strategy for the development of education in the Russian Federation for the period up to 2025, etc. According to the President of the Russian Federation V.V. Putin, patriotism is the solid foundation on which we must build our future.

Basic national values are formulated in the "Concept of Spiritual and Moral Development and Education of a Russian Citizen". Among them: patriotism – love for Russia, for one's people, for one's small homeland, service to the Fatherland; social solidarity – personal and national freedom, trust in people, institutions of the state and civil society, a sense of justice, mercy, honor, dignity; citizenship – serving the Fatherland, support for the rule of law, civil society, law and order, multicultural world, freedom of conscience and religion, etc.

The problem of civic-patriotic education occupies one of the important places in the general topic of pedagogical research. The works of V.V. Gladkikh [1], G.Ya. Grevtseva [2], M.I. Bannikova [3], M.V. Tsiulina [4] and others; civic education – research by S.I. Belentsova [5], A.V. Fakhrutdinova [6] and others.

The analytical review of various definitions of patriotic and civic position showed that patriotism is a social and moral principle of people's attitude towards their country. From a legal point of view, patriotism is the civil position of a person who is obliged to comply with the laws, thereby contributing to the prosperity of his state; patriotism provides resistance to destructive external and internal factors; the feeling of patriotism is multidimensional; patriotism is a complex system; patriotic education is the most important factor in the spiritual and moral formation and development of the individual; the problems of patriotism and patriotic education are relevant for any state and any historical period; patriotism is a sublime feeling, value and source, motive of socially significant activity.

At the same time, despite the great interest of scientists [4–9] to the listed issues, the problem of civil and patriotic education of students in the changed conditions requires the identification of new organizational and managerial, psychological and pedagogical conditions, taking into account the peculiarities of the socio-cultural environment of the university. This is proved by the results of our survey, which was conducted among students and teachers. The results of the survey confirmed that the importance of the studied problem is recognized by the majority of respondents (about 98 %). Unanimity was also expressed regarding the need for methodological support of pedagogical support for the civil-patriotic education of students (97.6 %). The urgency of the indicated problem

increases due to the fact that a teacher has a significant potential for the creation of the necessary organizational and pedagogical conditions that contribute to the effective civil and patriotic education of young people.

3 Research Questions

The main concepts of the studied problem are: "patriotism", "citizenship", "civic-patriotic education".

The theoretical and methodological foundations of the system of civil and patriotic education are value, environmental and activity approaches.

The system of civic-patriotic education is an integration of target, content, motivational-value, practical-activity, evaluative-effective components.

4 Purpose of the Study

The research purpose is to theoretically substantiate the methodological foundations for the development of a system of civil and patriotic education of students in a changing world.

The tasks are as follows:

1. To conduct a theoretical review of the scientific literature on the axiological, activity and environmental approaches in pedagogy.

2. To substantiate the possibilities of axiological, activity and environmental approaches as a methodological basis for the development of a system of civil and patriotic education of students.

3. To reveal the significance and role of the axiological, activity and environmental approaches to solving the problem of civic-patriotic education of students.

5 Research methods

According to the traditional logic of research, it is necessary to study: the social order, the state of the issue in theory and practice in the field of education and training. The appropriate methods are as follows: the study and analysis of regulatory documents; the analysis of scientific literature, the methods of abstraction and generalization; the analysis and dialectical synthesis in identifying scientific and pedagogical guidelines for the use of methods and means. In order to identify the legal framework, we have studied the leading sites containing documents of the federal level.

Using conceptual and terminological analysis, the main concepts of the studied problem were defined: citizenship, patriotism, values, axiological approach, civic-patriotic education. Through theoretical and methodological analysis, approaches to the problem under study were determined: value, environmental, activity. As a result of the content analysis, the main structural elements of the system of civil and patriotic education were identified, which was an integration of the objective, content, motivational-value, practical-activity, evaluative-effective components. As a result of discursive reflection, the most effective methods of working with students are determined.

6 Findings

The history of the development of pedagogical practice and theory over a long period shows that the content of civic education and patriotism has constantly changed, following the changes taking place in society, the content of education. The changes concerned the content and methods of education of citizenship and patriotism.

The highest manifestation of citizenship is patriotism – a multidimensional feeling that lies in the emotional sphere. Previously, most researchers were inclined to believe that citizenship is one of the leading ideological and moral properties of a person, and patriotism is a moral quality (M.I. Kondakov, A.S. Vishnyakov, L.F. Ilyichev, A.M. Kovalev, etc.). Citizenship is fueled by patriotism, its intellectual, mental Russian specifics. At the present stage, ambiguous and multifaceted interpretations of the concept of "patriotism" are also presented.

According to V.V. Gladkikh "civil-patriotic education by means of social and cultural activities is a pedagogical process of formation and development of the intellectual, moral, artistic and creative qualities of the individual, organizing leisure activities to relieve negative emotional and physical stress, familiarize young people with domestic and world cultural values" [1]. Despite the difference in approaches to the study of the problems of citizenship, patriotism and the existence of a large number of areas in its research, almost all positions are similar in one thing – they are interpreted as unconditionally positive characteristics of a person's personality.

The methodological foundations of civil-patriotic education are as follows: value, environmental and activity approaches. One of the mechanisms of the *value approach* is a *set of values*. Citizenship and patriotism are the values of civil society and modern youth. Personal values are manifested in ideals, attitudes, activities, beliefs that are associated with spiritual and moral values.

When organizing civic-patriotic education of students, taking into account national specifics, a hierarchy of values can be proposed: universal; nationwide; regional (local); values of an educational institution; personal values. The development of value orientations, which reflect the characteristics of the time, makes it possible for every person to feel like a citizen of the planet, a person of the world.

The content of values is the next mechanism of the value approach. The presence of patriotism is the basis of civil-patriotic education of the individual. Let us consider some of the civic qualities that are values. Civil responsibility includes awareness of rights and obligations, internal readiness to correlate them with the requirements of society. Objective indicators of responsibility are mutual assistance, the ability to mobilize oneself and others to fulfill civil law norms, criticism of violations of human freedom. Civic maturity is the conscious readiness of an individual to take responsibility for the fate of the country in a period of difficult trials, concern for its future, readiness to subordinate, if circumstances so require, personal

interests to public ones, this is a person's attitude to civic duty, duties, social values, traditions, future.

Patriotism is a specific feeling of love for the Motherland (large and small), an activity aimed to serve the interests of the Fatherland. Patriotism cannot be taught, it can be nurtured. The manifestation of patriotism is participation in the creative activities of patriotic clubs, public organizations, and in the volunteer movement. This is "living patriotism", by virtue of their convictions, to implement socially significant projects. Patriotism is also pride in one's native country and native people, respect for the cultures and traditions of other peoples.

Today, personality is becoming an increasingly significant social value. It is important in civic-patriotic education to focus on the moral aspect of the personality of a citizen.

The next methodologically important position of the value approach is *the definition of technology and methodology for the implementation of a set of values in the process of civil-patriotic education of the individual*. In the process of education, students should get an idea of spiritual and moral values. Assigned values contribute to the transformation of the individual, the education of citizenship and patriotism. The problem of civic-patriotic education of students on the basis of the socio-cultural and historical achievements of a multinational people, the formation of teamwork skills, a culture of networking, and cooperation is becoming especially acute. The sociocultural distance associated with the historical experience of peoples determines differences in the system of cultural values and their corresponding traditions and customs, including political and legal ones. The implementation of the tasks of civic-patriotic education is possible on the basis of mutual adaptation of the civilizational values of democracy and national culture, taking into account regional characteristics and traditions.

The fourth position of the value approach is the *unity of the content of the system of civil and patriotic education of students and the socio-cultural environment*. The internal source of socialization is in the need of the individual in interaction with other individuals, in activities aimed at self-realization and satisfaction of needs.

The effectiveness of the education of citizenship and patriotism depends on the civic image, pedagogical culture, professional patriotism of a teacher. This, in turn, actualizes the problem of the development of a humanistic style of scientific thinking, mastering the system of values (methodological, aesthetic, ethical, social and humanistic, etc.).

The axiological orientation of training specialists for the civil and patriotic education of students is important, which implies an increase in professional, pedagogical, civic competence, their activity, responsibility, mobility, the ability to self-knowledge, self-improvement of the individual. This approach creates conditions for the moral self-improvement of the individual, the development of his value orientations in the format of humanistic axiology, necessary for modern patriotism and citizenship.

The environmental approach is reflected in the works of A.S. Makarenko, Yu.S. Manuilova and others. V.Ya. Baryshnikov presents it as "the theoretical basis of environmental actions, the product and consequence of which is the environment, and the end result is the type of personality – the goal of the environmental approach" [10]. The environmental approach at the instrumental level appears as a system of actions of the subject with the environment, aimed to turn it into a means of diagnosing, designing and producing a pedagogical result. It acts as a determinant of the subject's choice of methods of interaction, "a technology that shows the mechanism for transforming the environment, which is considered as an integral means of solving problems and achieving the goal" [10].

The version of the environmental approach developed by Yu.S. Manuilov takes into account the new realities of educational practice and modern science of science [11]. The opinion of the scientist is similar to ours, although his approach is considered more rigid, because the role of a person as a subject of education is underestimated. We do not agree with this opinion, we believe that the range of possibilities of the patriotic educational environment is great. The environmental approach in our study is a way of building an educational process that takes into account the characteristics and potential of the university environment and provides opportunities for self-education and self-realization of the individual. The socio-cultural environment, according to the principles of the environmental approach, is both a condition and a means of patriotic education. For our study, the environmental approach is interesting in terms of the implementation of its main principle – the indirect management of the process of patriotic education, the use of the possibilities of the environment that ensures the development of values. According to this principle, it is possible to achieve harmonization with the environment and neutralize its negative impact.

An activity approach to the process of civic-patriotic education is necessary for modeling the key components of the activities of subjects (goals, means, results). A significant contribution to the development of the theory of activity was made by L.S. Vygotsky, A.N. Leontiev, S.L. Rubinshtein and others. Due attention is paid to research and design activities. One of the types of research activity is museum activity. The museum is open for projects. The museum project is a presentation of the heritage, which performs the function of education on real historical facts.

Having identified the methodological basis for the study of the issue of civic-patriotic education – a complex of axiological, activity and environmental approaches, let us move on to the determination of *the structural elements of the developed pedagogical system*.

The system of civic-patriotic education is a system that is an integration of objective, content, motivational-value, practical-activity, evaluative-effective components. The objective component of the system determines the overall goals based on a more complete consideration of the interests of students and taking into account social development trends and requirements. The content

component of the system includes the main directions of civil and patriotic education of students, forms a system of views that determine creative activity; forms critical thinking, civic experience for a conscious choice of life guidelines. The implementation of the content component is facilitated by humanitarian disciplines, the features of which are: integrativity, polyphony, multidimensionality. The motivational-value component of the system affects the motivational-value sphere of students and includes the preservation and development of social success achieved at the previous educational level, and education, taking into account the characteristics of the socialization of a person in an unstable society. These features are: the uncertainty of the value field, criminalization, social differentiation and others. Pedagogical dialogue technologies are a means of the development of value attitude to personality traits and motivation of activity. The practical -activity component of the system forms positive values through activity; creates conditions for personal self-determination in the field of these values and self-realization of the student. The evaluative-effective component involves monitoring the effectiveness of civic-patriotic education, which is characterized by changes in the level of civic-patriotic education.

The system of civic-patriotic education of students performs analytical, diagnostic, prognostic, design, practice-oriented, adaptive, educational and cognitive, organizational, control and evaluation functions. The pedagogical conditions for the implementation of the system are as follows: 1) a socio-cultural environment that ensures the development of meanings, values, competencies; 2) the inclusion of students in a variety of activities; 3) the use of information and communication, design, health-saving, game, modular, as well as moderation, deliberation, pedagogical workshop, etc. technologies.

Turning to the experience of civic-patriotic education of students, we noted that students in the feedback questionnaires singled out the following methods of working with scientific texts as the most effective: direct paraphrasing, focused dialectical notes, analytical reports; as well as compiling a concept map, self-diagnosing notes, "free writing", "ten-minute essay", "five-minute essay", compiling a list of "known information", pedagogical clusters; tables, including conceptual ones; denotation graphs. The techniques of moderation stand out in particular.

They note that reviewing scientific articles and preparing articles for publication develop critical thinking, analytical and research skills. The topics of scientific articles prepared by students are interesting: "Patriotism: pros and cons", "Forms of youth involvement in patriotic activities", "Living memory of the past years", "Influence of social networks on patriotic education", "Education by means of fine arts", "Music as a means of educating patriotism", "Folk song as a way to form patriotism in the education of a person", etc. The project method is still popular. Among the projects developed and implemented by students, the following should be highlighted: "Territory of Discoveries", "Museum as a Center for Patriotic

Education of Children and Youth", "Self-Education Program", "Dialogue of Generations", "Patriotic Education: Traditions and Innovations", "School – Development Territory", "Museum exhibitions as a means of educating a patriotic citizen", etc.

7 Conclusion

The importance of the study is in the fact that the obtained results contribute to the understanding of the problem of civic-patriotic education of students in a changing world. Socio-cultural, digital environment expand ideas about civil and patriotic values, principles and interaction of subjects in the process of creative activity.

The theoretical importance of the obtained results is in the expansion of ideas about the transformation of the essence of the key research concepts, the significance of methodological approaches to the process of civil and patriotic education of students. The practical importance of the acquired knowledge is in the possibility of their use in the development of social projects of a patriotic direction, methodological recommendations and creative activities.

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