PEDAGOGICAL TECHNOLOGY OF THE FORMATION IN HIGH SCHOOL STUDENTS VALUE ATTITUDE TO PATRIOTISM IN THE CONDITIONS OF SOCIAL INITIATIVE AND ACTIVITY ACTUALIZATION

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ABSTRACT

Recently, the question of the need to study pedagogical technologies that form the value attitude of high school students to patriotism in terms of actualization of social initiative and activity is quite acute. The relevance of the problem is due to the new moral and psychological situation in society, in the development of which priority is currently given to the manifestation of social initiative and activity, which has a transformative force and promotes spiritual and moral development of the individual, ensuring the progressive development of civil society and education of true patriots of their country. The aim of this study is to identify pedagogical technologies that form in the modern high school students value attitude to patriotism in the context of social initiative and activity actualization. The leading method for the study of this problem is a psychological and pedagogical examination, which allows identifying the values and motives that characterize a new type of citizen: - deeply loving his Homeland, independently and creatively thinking, competent, socially active and initiative, enterprising, responsible for the fate of the people, the Fatherland, able to make the Motherland prosperous. The article reveals various groups of volunteer activity motivation, mental, physiological features of high school students, allowing us to assert that it is the youth period of the child’s life is the main, the most responsible and appropriate not only for the education of patriotism, but also for the realization of the need for socially significant activities. The material of the article is of theoretical and practical value for the further development of scientific, theoretical and methodological foundations of the formation of value attitude to patriotism in high school students, as well as for use in their teaching activities by teachers, class teachers, educators of new directions, forms, methods, tools, technologies, the implementation of which would contribute to the improvement and achievement of high results in the formation of high school students value attitude to patriotism. The article uses keywords: conditions of social initiative and activity development; motives of formation of value attitude to patriotism among high school students; internal and external motivation; volunteer activity; pedagogical technologies of formation of value attitude to patriotism; national educational ideal.

Keywords: pedagogical technology, high school students, social initiative

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INTRODUCTION
The process of setting goals in patriotic education is not simple enough, because the choice of goals will be determined by many factors: the level of socio-economic development, state policy and ideology, the level and nature of culture, science, technology, psychology of students, the needs of society, the state and the individual.

The implementation of the state goal involves qualitative changes in the system of patriotic education, which will ensure the social and civil formation of children and young people, spiritual and moral, value and semantic orientation, motivation for self-determination, continuous personal growth, self-realization in life, society and profession.

Everything mentioned directly or indirectly relates to the concept of “value”. Values are socially determined properties of objects, phenomena, abstract ideas, revealing their positive or negative value for the person and society.

Values perform for the individual and society the role of the guidelines, are used to denote attitude to objects and phenomena.

In addition to material values the phenomena of public consciousness are in their role: good and evil, justice, humanism, democracy, free market, family, homeland. These and other constructs of consciousness carry evaluation, have the value of norms and principles and require implementation or elimination.

The results and effectiveness of the formation of value attitude to patriotism in the context of social activity and initiative actualization are determined by us not only as the assimilation and reproduction of children’s cultural values and social experience, but also the readiness of young people to conscious, socially significant, initiative activities that allow them to set and solve problems that have no analogues in the experience of past generations for the benefit of the Motherland, society and in their own interests.

Literature review
Currently, in Russia, in accordance with the educational policy and research goals of patriotic education are defined at the level of conception, standards from the position of innovative approach to our country within the humanistic paradigm. They are substantiated at the level and reflected in the scientific literature and presented in a number of state documents, primarily in the state educational standards of all levels: “Federal state educational standard of basic general education” [12]; “Federal educational standard of complete general education” [13]; The program of spiritually-moral development, education and socialization [7]; Federal law “On education” (2013); “National doctrine of education development up to 2025”; State Program of the Russian Federation “Development of education in 2013-2020”; “Strategy of development of education in the Russian Federation in 2015-2025” [10], “State program “Patriotic education of citizens of the Russian Federation for 2016-2020” [5].

“Program of spiritual and moral education, socialization and personal development” is a part of the educational standard, along with programs in individual subjects, as well as a part of the program of general education at all its levels.

In this program, the pedagogical category “national educational ideal” is defined as a highly moral, creative, competent citizen of Russia, accepting the fate of the Fatherland as his personal, aware of the responsibility for the present and future of his country, rooted in the spiritual and cultural traditions of the multinational people of the Russian Federation [7 p.11].

The “Strategy of development of education in the Russian Federation for 2015-2025” also reflects the ideal goal of education, which determines the national educational ideal in modern society. This ideal is a free, responsible, highly moral, creative citizen of Russia, who accepts the fate of the Fatherland as his personal, aware of the responsibility for the present and future of his country, for the preservation of a peaceful environment, rooted in the spiritual and cultural traditions of the multinational people of the Russian Federation.

The Strategy is based on such basic national values as patriotism, social solidarity – service of the Fatherland, family, health, education, work and creativity, traditional Russian religions, art and literature, humanity, nature [10].
In the work “Value bases of personality-oriented education”, according to E.V. Bondarevskaya, education is work with meanings, values, system of value-semantic relations of the person, and therefore should be aimed at value-semantic development of the child [4].

Values, however, are relative: for different people and groups of society they are different, depending on socio-political views, interests, philosophical and scientific positions, and worldview.

Therefore, here is the confrontation of people in the value orientations, although at the same time there is some unity of humanity, the relative commonality of the fundamental values that unite peoples - the so-called universal values [27].

The presence of social initiative personal qualities in the structure is an effective factor of awareness of patriotic and civic duty, social maturation, moral and spiritual education of the individual, its physical development, strengthens strength and health, increases interest and motivation for various activities for the benefit of compatriots. There are various groups of volunteer motivation, volunteer activity (A.K. Markov, T. A. Matis, A.B. Orlov, V.B. Tetersky), where the authors propose various components of volunteer activity [11].

It is known that patriotic beliefs arise and are formed in the transitional age, although the foundations of their occurrence are laid much earlier. According to I.I. Bozhovich, the life experience analyzed and generalized from the point of view of moral norms and beliefs becomes a specific motive of behavior and activity of schoolchildren [3].

Methodological framework

The state program “Patriotic education of citizens of the Russian Federation for 2016-2020” states that the purpose of state policy in the field of patriotic education is to create conditions for increasing civil responsibility for the fate of the country, increasing the level of consolidation to address the challenges of national security and sustainable development of Russia, strengthening the sense of ownership of citizens to the great history, ensuring the continuity of generations of Russians, education of a citizen who loves his Homeland, family, having an active life position [8].

Realizing the goals of the state policy in the patriotic education of children and youth, we developed the basics of pedagogical technologies for the formation of value attitude to patriotism among high school students in the context of social initiative and activity actualization.

The aim of our study is to develop pedagogical technologies that form in children and youth value attitude to patriotism in the context of social initiative and activity actualization.

Objectives:
- to reveal the essence and content of the concept of "motivation for social activity";
- to identify different groups of motivation for volunteer activities;
- taking into account the age, psychological, physiological characteristics of high school students in the organization of social activities;
- to reveal pedagogical bases for definition of assessment criteria of results of work on patriotic education;
- to identify the factors of social initiative and activity formation, ensuring the effectiveness of patriotic education of high school students.

Methods of research:

We used a variety of methods and techniques to study the motives, criteria and levels of formation of value attitude of high school students to patriotism: theoretical analysis and synthesis, modeling, forecasting, analysis of literature, documents, testing, generalization of experience, etc.

Results and discussion

The purpose of patriotic education is a system component, because according to the system approach only in the presence of the goal the content of patriotic education can be determined, a methodology, technology process activities can be built. The content of patriotic education, its organizational forms, methods, means and technologies depends on the goal.

To identify the pedagogical techniques that form the children and youth value attitude to patriotism, in the 2017-2018 academic year we involved in a pilot study high school students of Makhachkala school No. 17, Kasiysi secondary school No. 1, Derbent school No. 3, Levashinsk gymnasium in Levashi village. In total 750 people participated. From them 650 people were from city schools and 100 people – from a rural gymnasium.
Questions were developed for them:

To the question “How do you assess the need to create public associations of children and youth focused on socially significant activities?” high school students were given the following answers: very necessary - 71%; I do not know -12 %; did not give any answer - 17 %. High school students who declare the need to create public associations focused on socially significant activities and ready for active participation in socially significant activities for the benefit of people noted that “they do not know where to find such an organization that has certain social projects”, “they do not know where to start doing good deeds”, “they expect an example and support of friends”, “they want manifestations of creativity and freedom in action”, etc.

Pedagogically oriented system of social initiative support allows high school students to realize the social and personal importance of work, their civic responsibilities to the Motherland, to form a psychological attitude to active socially significant activities, to perform any work, that is able to provide effective assistance in the conscious and correct choice of profession, life and spiritual and moral self-determination.

Motivation in pedagogical science is traditionally divided into external and internal. Internal motivation is the properties and value orientations of the individual, which it is guided by at making a particular act or action.

External motivation is something that orients the person to achieve the best results in their activities and a fair assessment of such results – awards, moral encouragement, aesthetic pleasure, etc.). The results of the study indicate that the main purpose of remuneration as an incentive method of education is the satisfaction of the participant of the social action with the assessment of his activities by other members of the group, the perception of the deserved and expected assessment of his work as an incentive for his further, more effective work.

The various components of volunteer activities motivation proposed by the authors, but they all boil down mainly to the following: the experience of gratitude; the importance, significance and its own role in the fate of others; the feeling of joy of the results achieved; the possibility of further improvement; public and personal recognition; feeling part of a team; the implementation of their needs; the opportunity to find friends with the same interests [8, p.34].

Organizing the study and formation of motivation for social activities, it is important to avoid simplified understanding of them. It is not necessary to consider the desire and motives as only the teacher’s registration of what lies on the surface and catches the eye (whether the high school student wants or does not want to participate in the social action), but the learning process should be built as the penetration of the teacher into the deep laws of spiritual and moral formation of the student as a person and as a subject of voluntary activity.

It is known that in the study of motivation for socially significant activities and the specifics of the formation of high school students social initiative, it is necessary to take into account the age characteristics of volunteers, as in each leading activity are born the corresponding psychological tumors, the change of which characterizes the change of age periods.

Age, mental, physiological characteristics of high school students allow us to argue that it is the youth period of the child’s life is the main, the most responsible and appropriate not only for the education of patriotism as a quality of personality, but also for the realization of the need for socially significant activities [ibid].

The data obtained in the course of our study indicate a wide range of motives of children and young people for socially initiative activities. If the motives of adult boys and girls(16-17 years) are characterized by emotional well-being, manifestation of their individuality, realization of the need to help the needy out of a sense of compassion and mercy; the possibility of public recognition and material compensation for their work; organization of activities adequate to family, national, regional and cultural Russian traditions; increase of information and communication level; the formation of philosophical knowledge about social problems; understanding the legal and practical framework of the activities of specialists of social sphere; familiarization with the mechanism of carrying out specific sociological research; the exchange of professional experience in the process of unregulated communication and interaction; etc. [2]

The motives of high school students (13-15 years) are characterized by the desire to become adults; the ability to develop self-confidence; openness and willingness to discuss emerging problems; the realization of the need to help those in need out of a sense of compassion and mercy; the
possibility of public recognition, moral remuneration for their work; the ability to learn and use
modern technology; training in the elements of observation, communication, leadership and the basics
of management; the implementation of their own initiatives and independent business among like-
mined friends, etc. [ibid]

Talking to high school students about the revival and greatness of their homeland, we tried to
find out what are the ways of its implementation?

In the course of psychological and pedagogical research we identified the criteria and levels of
understanding of conscious implementation of socially significant initiative activities depending on the
individual, group and social preferences in personal patriotic attitudes [1, p. 329-348].

The problem of criteria is not only and not so much theoretical for us, but practical, because
without it, it is impossible to navigate properly in the process of performing the tasks of patriotic
education, and especially in its evaluation of specific results.

For a more effective education of social initiative, a number of scientists (E.I. Golovakha,
A.A.Kronik, S.V. Tetersky, G.I. Osadchaya and others) introduced a unit of measurement of social
initiative and activity, presented as a series of social actions (initiatives), which we used as a self-
assessment of socially active high school students [11]. High school students themselves assessed their
social activity with two techniques: as “important life event” or “episodic event (not an event), not
worthy of attention and without effect”.

Analysis of answers (750 high school students) allowed establishing that high school students
distinguish several degrees of “social action”:

- events that had an impact on their spiritual awareness, the formation of mercy, sympathy, life
philosophy, worldview (“If I did not agree to participate in this social project, I would never learn how
hard it is for old people to be abandoned (providing charitable assistance to the Nursing Home). And it
is not known how my life would have developed further, because I met so many interesting people,
made new friends. To my grandparents now I go more often and will definitely participate in social
acts); events that influenced their self-esteem (Now I realized that I can do it, although at first it was a
little scary, and suddenly the children will not accept me, push away. Every time I met with children, I
realized that I would be able to become a good teacher in the future and benefit society”; “it is very
nice when at the end of the next project, your work is highly appreciated by friends and teachers”;
“After the moral and physical stress that I experienced after visiting the orphanage poorly seeing
children, I realized that I can overcome a lot in life”).

Thus, the analysis of numerous researches and own ascertaining results of authors testify to
extraordinary prospect and fruitfulness of education of social initiative and activity providing the
importance of the personality in its own eyes, pride for participation in the solution of social state
problems, displays of interest in voluntary, socially significant activity for the benefit of the people
and the state.

It is known that the formation of personality always depends on external and internal factors.
Internal and external factors also influence the development of social initiative and activity. Internal
ones are connected with the personal growth of each person, a positive system of its relations to the
world, close people, which is based on its positive self-esteem, activity in all matters, self-discipline,
tolerance, pluralism, dignity and the desire to improve, loyalty to duty and truth, courage, and
perseverance, persistent efforts to address the challenges and perform them as best as possible, loyalty
to friends, family and those for whom the person is responsible, clear and honest reflection. The
highest internal criterion for the effectiveness of education of social initiative is a developed sense of
self-esteem of the child, his desire for freedom and the ability to sympathize with people.

External factors of efficiency are connected, firstly, with the social environment of the
individual, which, thanks to socially initiative activity becomes an example and ideal of cooperation,
vivacity, optimism. The highest external criterion for the effectiveness of education of social initiative
and activity is a long-term friendship, the strength of friendly relations, awareness of their past by high
school students.

The results of the study show that in high school age the formation of patriotic qualities as
components of the characteristics of the individual may be active and deeply conscious.

Based on this, we argue that the process of formation of patriotism, as the quality of the
individual, is more intense in terms of integration and social interaction of the efforts of schools,
institutions of additional education and social institutions, as it is impossible to form personal
education outside the social environment.
Thus, based on the established structure of the process of education of patriotism among high school students, it can be argued that patriotic education is a purposeful process of education of patriotism as an integral moral quality of the individual, which determines the attitude to the Motherland as the greatest value, the development of readiness for socially significant initiative activities depending on the individual, group or social orientation of personal characteristics.

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