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**PATRIOTIC EDUCATION AT A UNIVERSITY:
THE CASE OF FOREIGN COUNTRIES**

Abstract: *the article analyzes approaches to patriotic education in foreign countries, namely the United States, Germany, the United Kingdom, China, and Japan, with a focus on fostering citizenship, morality, and physical development.*

Keywords: *education, intergenerational continuity, accessibility of education, moral values, patriotic education, citizenship, and physical education.*

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**ПАТРИОТИЧЕСКОЕ ВОСПИТАНИЕ В ВУЗЕ НА ПРИМЕРЕ
ЗАРУБЕЖНЫХ СТРАН**

Аннотация: *в статье проанализированы подходы к патриотическому воспитанию в зарубежных странах, а именно США, Германии, Великобритании, Китае и Японии, с акцентом на воспитание гражданственности, нравственности и физическое развитие.*

Ключевые слова: *воспитание, преемственность поколений, доступность образования, нравственные ценности, патриотическое воспитание, гражданственность, физическое воспитание.*

Thanks to the accumulated experience in various fields of knowledge, a person is able today to build a vector of his development and predict further actions. Education in most countries of the world asserts as the basis the principle of democratization,

which largely determines the accessibility of education, the continuity of all educational levels, and the principle of decentralization in the management of educational institutions.

From the point of view of the organization and content of young people's patriotic education, the experience of the USA is interesting. In the USA, the concepts of «patriotic education» and «military and patriotic education» have been replaced by the definitions of «political education» and «morale building» [50]. Since 1987, the concept of «military and patriotic education» includes physical education.

German universities have accumulated a wealth of experience in organizing student self-government in order to expand the opportunities for students to participate in university life. Patriotic education in Germany is based on the pedagogical principles of H. Giseke, W. Gilligen, W. Sander, T. Litt, P. Massing, K. Fischer, E. Spranger, who determined the content and means of young people's civic and patriotic education [3–5].

It is revealed that the elements of patriotic education on the territory of the German lands appeared in the 14th – 16th centuries, when they were not yet united into one country. It was a time of intensive development of economic life, the emergence of bourgeois relations, unprecedented cultural development and a powerful spiritual uplift. Over the centuries, priorities in the formation of a citizen have changed in accordance with the prevailing political power and its requirements for education and upbringing.

A deep study of the historical phenomenon of education allowed us to make the following generalization: in Germany, during the 19th and 20th centuries, there was a fairly frequent change in the form of government, which was reflected in the goals of patriotic education.

Thus, the system of citizen formation has gone through a difficult path of development from the «education for the state» of G. Kerschensteiner in the Imperial Germany via the national socialist education in the Third Reich to the democratic education of the personality in modern civil society.

Due to the socially determined need and the growing interest in the issues of educating citizens in a democratic society, German teachers began to develop and create

new educational plans and the main directions of civic and patriotic education and upbringing, to rework their content and goals. It became a good foundation, the basis for the emergence of initiatives for school development and education modernization.

The results were the development and implementation of the model program «Democracy: learn and live» within the framework of the Federal Lands Commission and the signing of the Magdeburg Manifesto, which marked the founding of the organization for the consolidation and strengthening of civic and patriotic education in schools named the German Society of Democratic Pedagogy.

Thus, a new branch of pedagogy – democratic pedagogy – is emerging in Germany. Its main objectives are civic and patriotic education aimed at the implementation of the following areas:

- fostering political orientation in society and mastering the necessary information to create own opinion and participate in the decision-making process;
- development of values and norms of behavior that contribute to a peaceful and free life (tolerance, solidarity, willingness to take responsibility);
- ensuring the children’s basic rights, which consist in the ability to make decisions about their life and education (democracy as a form of education and upbringing).

W. Ratke, the German scientist, identifies the following tasks of civic and patriotic education.

1. Creation and strengthening of free democratic consciousness values.
 2. Understanding the basic political structure as a solution to actual problems by achieving binding solutions to controversial public issues.
 3. Orientation in relevant political sectors of future importance, for example: democracy and negative factors, attitude towards economics and ecology, globalization, unification of Europe.
 4. Acquisition of certain skills in working with information and the mass media.
- The methods of civic education in Germany are divided into two groups: education through conversation (Lernen durch Sprechen) and education through action (Lernen durch Handeln).

The criterion for assessing the degree of civil and patriotic qualities formation, according to I. Detienne, is civil competence, which consists of two interrelated competent forms: cognitive competence and procedural competence.

One of the educational courses at British universities is «Introduction to Educational Research». Students learn this subject from a wide variety of perspectives and are encouraged to develop their confidence, knowledge and abilities everywhere. The modules cover such aspects of learning as creativity, philosophy, history, sociology and educational psychology. Much attention is paid to students' independent work. Among the forms of independent work, the studies in libraries that remain open during the holidays are dominant. In some universities, there is a requirement to submit essays two weeks before the end of the holidays.

Universities and colleges in the UK pay significant attention to physical education and sports, there is a nationwide physical education program and regional programs. British patriotism is a phenomenon of a special order. Its formation is determined not only by cultural specifics, but also by the British nation's special way of thinking, its mentality based on clearly expressed individualistic positions [1].

In the UK, fostering patriotism can be considered as a part of public education. Education is understood not as the imposition of certain ideas, but as the formation of skills to actively perform in order to embody those ideas that contribute to develop their country, preserve its characteristics and foster respect for the country's past.

British educators consider citizenship i.e. every citizen's awareness of her or his rights and duties towards the state as the core of patriotism and a means of educating a law-abiding citizen. The education of a citizen includes fundamental concepts: human rights, freedom, democracy, solidarity and responsibility.

The implementation of civic education ideas in China is aimed at continuing and improving the traditions of civic and moral education that have historically developed over the centuries [2].

We consider it advisable to make a historical analysis of civic education in China in order to understand the emergence of the country's success in this area. According

to modern Chinese scientists, the upbringing of the younger generation and the formation of morality and civic responsibility are carried out through the construction of a common space. In China, moral education is conditioned by the culture of this country and is an important indicator and value core in the upbringing of the younger generation. Moral education in the country is considered mainly in a broad sense and includes the formation of a system of values, morality, political, legal, psychological education and the education of other moral categories. The step-by-step nature of moral education is manifested in a respectful attitude towards the patterns of the teenage generation development. The integration of moral education into the living world is observed in the country.

Based on the practical essence of moral education, significant emphasis is placed on the continuity of the chain links: moral education – knowledge – actions. Along with attention to the problems of moral education in the country, the following aspects are of particular interest: education of basic values; familiarization with traditional culture; moral education through aesthetic education; mental health and education.

Having studied the main periods of the civic education development in China, we can say that it began to develop since ancient times, failed during the leadership of Mao Zedong, changed its direction in favor of personal self-development and, eventually, became an object of imitation for many other countries. Chinese education has achieved a lot in terms of civic socialization. Chinese schoolchildren and students respect their country very much. They know and honor the laws of China and do everything possible to be useful to their Homeland.

The educational system in China is mainly determined by the ideology of the state. Among the unresolved problems, there is a lack of recognition of the family education role in the formation of a teenager's personality.

In Japan, the percentage of students entering universities and colleges is quite high, which indicates a high level of education in the country. Japanese young people are brought up on aesthetic ideals. The history of Japanese culture is characterized by prolonged isolation from the outside world and eventual borrowing of Western cultural patterns, which has led to many transformations and strong external influences. The

Japanese, influenced by the ideas of Confucianism and Buddhism, realized the value of education, trying to realize moral and ethical values through education.

Thus, educational systems in some foreign countries are focused on physical and civic education (the USA, Germany, Great Britain, China), while in other countries great attention is also paid to the aesthetic education of the younger generation (Russia, Japan). In all countries, great attention is paid to the patriotic education of students, fostering love for the motherland, native land and their families.

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