

PATRIOTIC EDUCATION THROUGH LITERATURE

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Summary

The article considers the definitions of such concepts as patriotism, patriot, and patriotic education. The authors determine the importance and urgency of the problem of patriotic education at the present development stage of our country. It is justified the contribution of Ukrainian literature during the upbringing of students as a whole and amidst patriotic education. Using the works of specific writers, the authors prove how they spawn patriotic feelings toward the Motherland in students. The scholarly paper emphasizes that learning Ukrainian literature in school is one of the first steps toward bringing up genuine patriots devoted to their state. Moreover, Ukrainian literature is a strong carrier of the nation's identity and genetic code, so its role in national self-awareness, self-preservation, and self-affirmation is indisputable and crucial. The article highlights that the education of a conscious Ukrainian should be based on historical and cultural knowledge, traditions, and rethinking of modern experience by relying on universal values. It is substantiated that acquaintance with a fiction piece and a comprehensive analysis of the content, genre, and aesthetic specifics will bring students closer to understanding literature as a manifestation of art, a solid factor in world perception and self-identification. The research states that without literature, there can be no axiological understanding of life in which a person plays various roles.

Key words: patriotism, language, patriot, Motherland, context.

DOI <https://doi.org/10.23856/5612>

1. Introduction

Patriotic education of children and young people now holds a valuable place. First of all, this is due to the processes taking place in the country. Amidst the war and infringement of territorial sovereignty, the language acts as a means of identification, affirmation of national opinion, and a manifestation of stable self-awareness of citizens of Ukraine. The language conveys the firm position, as well as the wisdom of the people and many generations who fought for the establishment of independence and sovereignty of our country. Therefore, literature is a means of influencing human consciousness and hence patriotic education. Ukrainian literature is saturated with motives encouraging the nation to fight, be unbreakable, and defend their motherland. When reading, a person conceives the author's content, draws his conclusions, forms a position and attitude toward a particular situation, and learns to develop such character traits as honesty, courage, stability, diligence, responsibility, and proactivity. But this is not the whole

list of human virtues that a person cultivates with the help of literature. When reading, a person becomes more educated and intelligent: literary works assist in shaping the ideas of values, culture, and their significance in own and others' lives. It is worth noting that having grasped the native language, a person learns literature along with native culture, traditions, customs, and national mentality. All of these things contribute to the upbringing of genuine patriots who respect their motherland, do their best for its development and prosperity, are self-sufficient and all-round people, and skilled specialists. All the above traits are developed by literature.

The purpose of the article is to define the concept of patriotic education; specify the particularities of patriotic education via literature; represent the role of literature in the life of each person.

2. Patriotism as a multidimensional concept

Patriotism is grown during patriotic education. The two concepts are interrelated. The pedagogical dictionary defines patriotism as follows: “a feeling of love for the Motherland manifested in the willingness to subordinate their personal and group interests to the general interests of the country, faithfully serve it, and defend it” (*Yarmachenko, 2001: 356*). R. Petronhovskiy conveys the concept of patriotism as “the ability of an individual to identify himself with the Ukrainian people, the citizens of the Ukrainian state, and the need for constant self-affirmation for spiritual and intellectual growth, which contributes to the progress of society”. And in the structure of patriotism (amidst the sociocultural dimension), he distinguishes cognitive, ethical identity, emotional-motivational, and practical components (*Petronhovskiy, 2002: 8*). L. Shkrebtiienko, in her research, defined patriotism as “a holistic system of an individual life-creating position, containing emotional, cognitive, motivational, behavioral, and volitional patterns of their interaction with the motherland, people, the place where they were born and live, and with themselves as representative of the nation. It is manifested through love and respect for the native country; acceptance and multiplication of the native historical, religious and cultural heritage, while maintaining respect for other peoples; an individual active life position toward accumulation and multiplication of native achievements for future generations” (*Shkrebtiienko, 2019: 54*). M. Kachur takes into account the human and pedagogical context in presenting the interpretation: “a stable socio-psychological formation, a complex integral quality of the individual, which characterizes his value attitude toward the motherland in the organic unity of the national-ethnic and national-civilian aspects and finds expression in cultural activity” (*Kachur, 2013 : 59*). A. Oryshko rightly noted that “patriotism is a multidimensional concept, a fundamental spiritual and moral quality, a worldview and psychological characteristic of an individual, a spiritual-moral principle of his life; it is also based on a system of knowledge, feelings, beliefs, and activities and determines the attitude of a person toward himself, his family, nation and motherland, their history and spiritual-cultural achievements, readiness to work in pursuit of the well-being of the nation” (*Oryshko, 2011: 148*). Thus, after analyzing the above intentions of the relevant concept, the authors formulate a general definition of patriotism: it is a personal feeling manifested in a respectful attitude and love for their motherland that aims to bring up a patriot.

Given the above, we can discuss patriotic education as the cultivation of an individual sense of patriotism. We provide several formulations of different scientists for a more detailed consideration of the latter concept. L. Shkrebtiienko interprets “patriotic education” as “a holistic system process for developing patriotic feelings aimed at the child’s awareness of himself as an individual, representative of his people, nation and humanity, acting as a driver of responsible

behavior and service to the native country, people, and humanity as a whole” (Shkrebtiienko, 2019: 54).

The importance of education in modern conditions is enshrined in the Concept of national-patriotic upbringing in the education system of Ukraine. It is emphasized that “the Ukrainian state and its citizens currently become direct participants in the processes crucial for further determination, first of all, of their fate, the fate of their neighbors, and the future world order on the planet. In today’s difficult and painful situations of challenges and threats and, at the same time, major prospects for development, sweeping changes in politics, economy, and social sphere, the priority task of social progress – along with securing its sovereignty and territorial integrity, finding ways to integrate into the European and Euro-Atlantic community – is to define a new strategy of education as a multi-component and multi-vector system that largely contributes to the future development of the Ukrainian state”. Much attention is focused on national-patriotic education, namely, its components (public-patriotic, spiritual-moral, and military-patriotic), which are defined as “core, fundamental, meeting both the urgent requirements and challenges of our time, and laying the foundations for the formation of consciousness of current and future generations, who will regard the development of the state as a guarantee of their individual development based on the ideas of humanism, social wellbeing, democracy, freedom, tolerance, balance, responsibility, healthy lifestyle, readiness for changes and fulfillment of duty to defend the independence and territorial integrity of Ukraine” (Koval, 1999).

It is a common fact that patriotic education aims to bring up a patriotic personality. The definition of the relevant concept is available in the Explanatory Dictionary of the Ukrainian Language, which interprets a “patriot” as “one who loves his motherland, is devoted to his people, and is ready to sacrifice and feats for them” (*Slovnyk*, 1975: 97). In our opinion, such a definition is quite exhaustive and conveys the word’s essence.

Thus, it is necessary to use various means of education (language, literature, art forms, etc.) as a whole to bring up a worthy citizen of his state, an all-round personality, a patriot, and a skilled specialist. We agree with M. Savchenko that “the Ukrainian language and literature are the groundwork for the development of cultural, linguistic, moral and civil values of the individual, the creativity of young patriots of Ukraine” (*Savchenko*, 1996). Therefore, literature is also an integral part because, as indicated in the subject’s program, artistic expression helps attain the due level of the ability to recognize fundamental values through fiction. The overall purpose of the course of Ukrainian literature is focused, as one can observe, on the generation of patriotic and national qualities that accustom students to a conscious and responsible attitude toward the environment, family, home, city, country, and other states. All of these things come down to cultivating the student’s love for the motherland. If they are taught from childhood to respect the native shore, then this quality will be kept in adulthood, which means that a person will do everything for the development and prosperity of his state.

3. Literature as a component in the formation of patriotic feelings

Many scientists paid attention to arousing patriotic feelings through literature, namely, T. Buhaiko, V. Vodovozov, V. Ostrohorskyi, V. Stoiunin, M. Rybnykova. The components of patriotic education were studied by M. Berdiaiev, M. Hrushevskyi, S. Yefremov, I. Ohiienko, H. Skovoroda, I. Franko, D. Chyzhevskyi, and others.

According to the program of Ukrainian literature for grades 5–9 of the secondary school, a student must acquire a specific system of knowledge during the course period, and as a result, be a worthy citizen of his state and an all-round personality. Studying literature is part

of training, which is based on developing key, subject, and general cultural competencies in schoolchildren. Therefore, it is worth noting that literature is an essential academic discipline through which the student acquires knowledge, skills, and abilities necessary both in private life and social activities.

The awakening of national consciousness and fundamental moral values is impossible without studying literature, particularly when literary works refer to social and patriotic themes. The influence of literature on personality is enormous as students build up their character, volitional qualities, and personal opinion when reading fiction pieces. V. Sukhomlynskyi emphasized the need to use literature in upbringing students because it has literally invaluable influence “when the understanding of ideological and aesthetic criteria, value of a literary work, and a deeply personal emotional-moral attitude toward aesthetic values are put first” (*Sukhomlynskyi, 1977: 226*). Literature is not only a means of learning but also of education, in particular, patriotic, since it shapes values in a student (universal, patriotic) and teaches life.

The authors consider it necessary to analyze in more detail the specific literature that contributes to the patriotic education of students in the classroom. In our opinion, the following writers significantly contributed to advancing national literature and fostering students’ patriotic feelings: Taras Shevchenko, Ivan Franko, Lesia Ukrainka, Panas Myrnyi, Marko Vovchok, Lina Kostenko, and others. Undoubtedly, this is not a complete list, but we analyze the literature of some of the above writers in our research as a means of students’ patriotic education.

4. The influence of writers on the formation of student patriotism

Taras Shevchenko, who was called a Ukrainian genius, can be considered the most prominent figure not only in Ukrainian culture but also in the world. Most of his works are imbued with pathos in asserting national-patriotic ideas, motifs, and images. Undoubtedly, the writer’s traditions were carried on and developed by outstanding literary figures of the late 19th – the beginning of the 20th century (Marko Vovchok, Panas Myrnyi, M. Starytskyi, I. Karpenko-Karyi, Lesia Ukrainka, M. Kotsiubynskyi).

As noted by I. Hreshchuk “I. Franko plays a particular role in the competition for the unity of our literary language. In times of sharp struggle between “Russophiles” and “Ukrainophils”, when the existence and the very need for the unified Ukrainian literary language were denied, Kameniar’s clear stance, theoretical guidelines on establishing the unified Ukrainian literary language and writing language practice were sound, the triumph of which were culminated in the further development of the Ukrainian literary language” (*Grechuk, 2007*) and hence Ukrainian national literature. The writer expressly defended the right of the language and literature to functioning, had a steadfast stance that nothing could break, and fought for the independence of Ukraine, experiencing an arduous journey. His creative and scientific heritage is huge and significantly influenced the formation of socio-political and national-patriotic thought and laid the foundations for its expansion in modern conditions.

It is no question that Lesia Ukrainka belongs to the most prominent Ukrainian poetesses. She did her best to awaken the people’s national consciousness of and was an outstanding person whose views were quite progressive at that time. The national ideas of Lesia Ukrainka are insightful. We fully support M. Yevtukh, who believed that they “deeply bead all her oeuvre and are brightly evident in abundant poetic lines that carry national-patriotic appeals made in a highly artistic style to the native Ukrainian state” (*Yevtukh, 2022: 18*).

If we talk about modern literature, Lina Kostenko’s writing is of great importance. Her oeuvre also comprises patriotic writings. To love your motherland and respect the cultural

heritage of your people – it is only a pocket of ideologies reproduced in her poetry. She is an unbreakable personality, a devoted patriot, and an interesting person whose work inspires new achievements.

It is essential to stress that the writers made efforts to contribute to the development and prosperity of their motherland and attached a strong sense to their works since they awakened the national-patriotic spirit of the people, called for action, exalted their country, people, the beauty of their native land, and asserted their position. This is not surprising, because the writers themselves were patriots of their country, and therefore, sincerely did everything to develop their home ground.

In our opinion, the contribution to improving national-patriotic education through fiction is enormous enough as each writer strived to teach readers a respectful attitude to their native country, nation, and everything around them.

5. Conclusions

During the study, we have concluded that literature is crucial for the patriotic education of children and young people, as it shapes the concept of public position and the importance of respect for the motherland, its culture, traditions, rites, and history. Literature is a part of the cultural heritage of the people and the nation that renders human self-awareness and a stable civic stance of a patriot, encouraging readers to love their motherland. Knowledge of national literature is as essential as knowledge of the state language since it is an indicator of personal identification. We mark T. Shevchenko, I. Franko, Lesia Ukrainka, and Lina Kostenko among the famous Ukrainian writers whose works contribute to patriotic education and whose we have mentioned in our paper.

A further research perspective is a more detailed study of writers of different periods amidst the formation of national-patriotic thought in those days and the influence of their oeuvre these days.

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