



The Model of Formation of Patriotism at Schoolchildren by Means of Folk Pedagogics

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ABSTRACT

The topicality of the study of the problem is due to the fact that the sharp change in the hierarchy of values, priorities, ideals, lack of spirituality, lack of morality, the unleashing of military conflicts, extremism and clash of religious trends have highlighted the need to strengthen the integrity and diversity of the modern world, the actualization of the problems associated with the formation of philosophical, civil and patriotic beliefs of the younger generation. In this regard, this article devotes on the development of structural and functional model of formation of patriotism at schoolchildren by means of folk pedagogy. The leading approaches to the study of this problem were the student-centered and axiological approaches to comprehensively cover this problem. The article presents a model of patriotic qualities of schoolchildren by means of folk pedagogy, which includes the target, procedural, substantive, organizational and methodical, efficiently-evaluative components that together provide effective formation of patriotic qualities of schoolchildren. This model can be applied in the practice of primary school teachers in the preparation of students of pedagogical high schools to perform the functions of primary school teachers, as well as in-service teacher training system.

Keywords: Structural-functional Model, Folk Pedagogy, Schoolchildren, Patriotic Education Management

JEL Classifications: A23, I23, I26

1. INTRODUCTION

1.1. The Topicality of Research

The development of any country is determined by a number of objective and subjective factors, among which a special place is occupied by the development and adoption of a person acting in this state rules, regulations and laws, the implementation of every citizen of the conventional duties (Ziyatdinova et al., 2015; Mokeyeva et al., 2015; Klimentyeva, 2013). This trend requires a detailed examination of the organization of educational process; development and testing of alternative models of training; ensuring of information and migration security of the educational process (Kalimullin and Masalimova, 2016; Kozhanova et al., 2015; Dmitrieva et al., 2015).

Obviously, the increase in actual problems of formation of civil qualities of the person, to a certain extent, contribute to change of priorities in educational - upbringing sphere. It includes the changes in the vision of the ultimate goals of learning and education. The purpose of school is defined as the organization of the formation of a citizen, having state-guaranteed set of rights and duties, committed to the ideals of democracy, the ideas of social partnership, respecting national and personal freedom for itself and others, abide by the laws of the state, capable of a variety of and productive activities for the benefit of society and the personality in the Law of the Russian Federation "On education" (2009).

1.2. Literature Review

The problems of patriotic education are reflected in the research and writings of local teachers and public figures of the past:

Lomonosov (1990), Belinsky (1982), Kapterev (1982), Tolstoy (1976), Ushinsky (1974), Krupskaya (1973), Sukhomlinsky (1987) and others. The main thing in the upbringing they considered is the formation of human-patriot who loves his people, their language, their culture, their traditions and customs, differing high morals, love of science, hard work, serving Russia.

In order to achieve the objectives of patriotic education is of great importance of spiritual and moral experience of previous generations. Providing connection and continuity of the past with the present promotes to the preservation of national and universal values through which each nation reproduces its spiritual aspect, ethnic psychology, traditions, customs, and character. The ideas of continuity of national traditions and customs, folk pedagogy and wisdom of our ancestors are reflected in the works of Volkov (1997), Pavlov (2009), Petrovsky (1993) and others.

The research works of domestic pedagogues and psychologists are devoted to the problem of continuity of preschool and primary school education: Vygotsky (2006), Vinogradov (2000), Valeev (2006).

2. METHODOLOGICAL FRAMEWORK

The methodological basis of the study were: Epistemology, philosophical ideas about the unity of general, special and individual; a universal connection, interdependence and integrity of the phenomena; the unity of theory and practice; the concept of patriotic education; the leading principles of modern school about the objective necessity of the scientific update content, forms, methods and means of education; the idea of ethnopedagogics of educational process.

Developing a model of the formation of patriotic qualities of schoolchildren, we proceeded from the fact that the model is a diagram on the basis of which there is a possibility of subsequent reproduction of a given process, and the implementation of possible comparisons, comparisons in future studies and complex psychological - pedagogical problems.

Modeling as a method of scientific knowledge combines theory and experience, induction and deduction, and is illuminated in the writings Afanas'ev (1973), Novick and Uyomov (1968), Stoff (1966) and others. The simulation method is used to determine the qualities of pedagogy or improve the characteristics.

The model is defined as a system of elements that reproduces certain sides of the link, the functions of the research subject in the philosophy. It is noted that no single model can not claim to be universal. As the research object model structure can be modified: Some elements may be removed or conversely added externally.

According to Slastenin (2002), "in the simulation one can resort to the study and development of the auxiliary artificial or natural system: (a) Located in some objective knowledge of the subject; (b) the ability to replace it in certain respects; (c) eventually gives information about the modeled object. The extraordinary complexity of social, including educational processes and their

dependence on a huge number of variables that reflect external conditions and the state of consciousness of the people, it is very complicate the construction of the model and its use."

In scientific literature, the term "process" is interpreted as the progress of a phenomenon, a succession of states, stages of development, and as a set of sequential actions to achieve a result, and as a natural, a succession of consecutive moments of development.

Our study is based on the procedural approach in the development of personality developed by Rubinstein (1964): Mental functioning continuously, this continuity is provided by the organic unity of conscious - unconscious. In this connection, it is most important for the quality of psyche. The continuity of the psyche is objectively determined by its leading role in the self-regulation of all human life.

3. RESULTS

In the system of activity of a teacher the creation and implementation into the pedagogical process the model of the formation of patriotic qualities of pupils took place. It was used for the study of problems of formation of patriotic qualities of pupils by means of folk pedagogy (Figure 1).

3.1. The Components of the Model

As it can be seen from Figure 1, the model includes the following components:

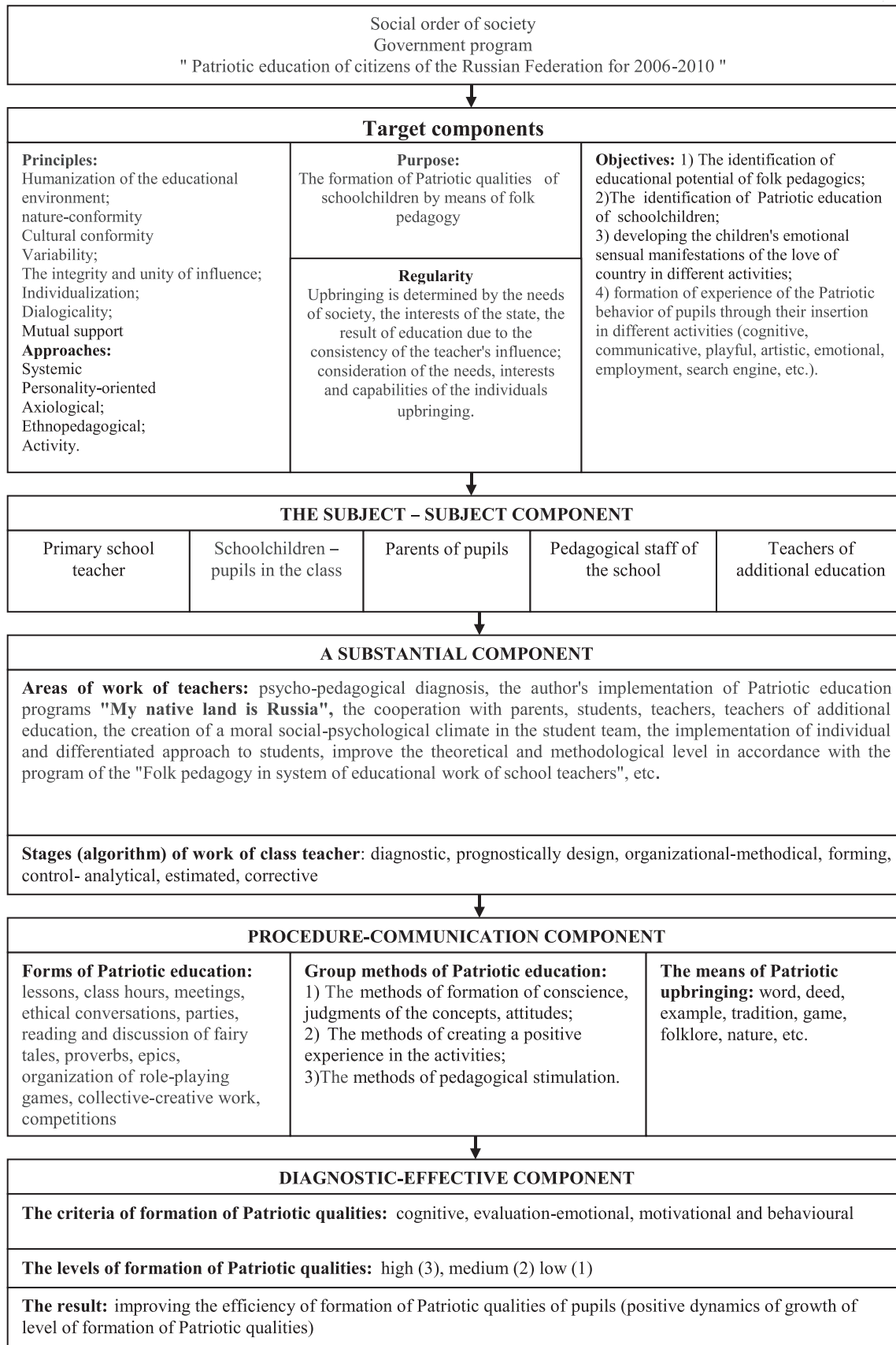
- Target (goal, objectives, principles, approaches, patterns);
- Subject-subject (teacher, students, parents, teachers, heads of children's circles and sections);
- Meaningful (activity, stages (algorithm) of a teacher's work);
- Procedural communication (forms, methods, means);
- Diagnostic scoring (criteria, indicators, levels, result).

The tasks were the following: Identifying the educational potential of traditional pedagogy; the identification of patriotic education of schoolchildren; developing children's emotional and sensual aspects of love to Fatherland in various activities; formation of experience of the patriotic behavior of pupils through their inclusion in different activities (cognitive, communicative, game, aesthetic, labor, search, etc.).

The leading principles were:

- The principle of humanization of the educational environment (the attitude of the child to a responsible and independent subject of his own development; a willingness to help, respect for children and adults);
- The nature-conformity (taking into account patterns of development, psychophysical organization and inclinations of the pupil, age and gender features; respect for his personality);
- Cultural conformity (the promotion to children's cultural identity and self-realization of the creative gifts and abilities, the acquisition of social experience, a free personal self-determination);
- Variability (offering opportunities participation in various

Figure 1: Model of the formation patriotic qualities of schoolchildren by means of folk pedagogics



activities, in accordance with the capabilities of schools and families, with the interests of each child, the guarantee

of free choice of activity and the possibility of obtaining comprehensive information about it);

- The principle of integrity of the educational process and the unity of pedagogical influence;
- Individualization (taking into account individual trajectories, the orientation of the expansion of social contacts pupil, the establishment of such relationships in the joint activity in which each of the interacting parties will have the opportunity and right to realize their own inclinations and abilities);
- Dialogism (interpersonal communication, trust, sincerity, mutual respect, building safe situations of dialogue with students);
- Mutual support (the development of vitality of man, his abilities to prevent and overcome in the process of life obstacles; the creation of an environment which unites children and adults with common goals, interests, difficulties for mutual support and constructive action in coming to a decision regarding behaviors in a potential or actual difficult situations).

Substantial component in the direction of teachers includes diagnosis, planning, organization of educational work, the author's implementation of patriotic education programs "my native land is Russia."

The procedural component includes forms, methods, means of education. To forms of education, we classified: Lessons, class hours, meetings, ethical conversations, parties, reading and discussion of fairy tales, proverbs, epics, organization of role-playing games, collective-creative work, competitions etc.

The methods of patriotic education are considered the following groups: Methods of formation of consciousness, judgments, concepts, beliefs, methods of creating a positive experience in the activity; methods of pedagogical stimulation (praise, punishment, competition, situation of success).

Word, deed, example, tradition, game, folklore, nature, etc. were identified to the means of patriotic education in the model.

4. DISCUSSIONS

The problem of investigating the formation of patriotic qualities of the personality is based on the following approaches:

4.1. A Systematic Approach

A systematic approach helps to overcome one-sided pedagogical approach to the study of patriotic education, to summarize data from different scientific fields (history, literature, culture, philosophy, pedagogy) on the notion of "patriotism." It allows you to set the interaction of state, Federal and local governments, educational institutions, public organizations and creative unions in solving problems of patriotic education on the basis of the unified state policy; to reveal the interrelation of subjects of educational process (teachers, students, parents and teachers of additional education); all components of patriotic education (targeted, meaningful, motivational, activity and diagnostic and effectively); training and extracurricular activities; social environment; to ensure the continuity of generations, to relate the present experience with the present and the future.

A systematic approach requires consideration of three factors influencing the process of patriotic upbringing of personality: (1) Educational space of the school; (2) educational space of the classroom in which teaching is interaction with students; (3) taking into account the individual personality of the child and the provision of timely psychological support.

4.2. Personality-oriented Approach

Personality-oriented approach is one of the leading trends in contemporary education. Thus, Zeer (1997) defines learner-centered approach as ".the emergence of spirituality of a personality, allowing her to realize her natural, biological and social nature. The aim of education is creation of conditions to satisfy to be a person spiritually rich, morally stable, mentally healthy." The scientist highlights the essential features of personality oriented approach in education on the basis of generalization of modern development. In his view, the main purpose of training is the development of student's personality. The personality acts as a system-forming factor of organization of educational process; leading motives of education, its value becomes self-development and self-realization of all subjects of study; builds strong knowledge, skills and abilities becomes a condition for ensuring competence of the individual; a full competence of the student is ensured through the inclusion of subjective experience; the purpose of student-centered education becomes the development of independence, responsibility, stability, spiritual peace, reflection.

On this basis, student-oriented education is the process of ensuring and maintaining the physical health of the child, the development of natural abilities - mind, sensuality, needs work, mastery experiences, understanding of the nature of art. Thus, the ideas of integrity, unity of personal and cultural development of man form the basis of this approach, in which development factor is the educational system, and a system-basis - domestic national culture, the culture of their people and their homeland.

4.3. The Axiological Approach

The axiological approach, in accordance with the homeland is regarded as a value. According to the axiological approach, the service becomes a service, work in creativity, and interest in inspiration. Deep inexhaustible patriotic feeling defines an active creative position of the personality. The concept of "homeland" has a few meanings: This is a great country with a great history and the small homeland, where he was born and grew up, where there are the graves of his ancestors, where he first experienced life's joy and sorrow. Regional studies as a "living school" of life establishes the connection with the phenomena of the surrounding reality. The axiological approach allows to preserve the fundamental values of family, genus, tribe, nationality, nation. The appeal to "reasonable, good, eternal," i.e. the eternal universal values, is the benchmark in the activities of today's schools. This approach is closely connected with the culturological approach, which sets socio-humanistic program, determining the direction of activities, values, results. Up-bringing focused on culture abut not to the material benefits of civilization, has great potential for moral and spiritual development of a personality (Zakirova et al., 2016). The content of culture is determined by the creation of people, incarnate in the created material and spiritual values. Spiritual

activities as a value-oriented activity directed on comprehension of the environmental phenomena, internal validity and establishing personal meaning of events, ways of life, their feelings, attitudes, ideals, and goals. An important task of the school in the transition to democratization is the mentality of students, preserving the system of fundamental human values, cultural traditions and norms of conduct that reflect the peculiarities of national world perception and lifestyle.

4.4. Ethnopedagogical Approach

Ethnopedagogical approach treats patriotic education as a social phenomenon, revealed in the works of national culture and provides a synthesis of national and patriotic consciousness of the person. According to this approach education is built taking into account the linguistic environment of students, cultural traditions of the people, the countries of the region. It prevents the blurring of national differences, the imposition alien to the Russian mentality features. The price of Russia's integration with Western Europe must not become a rejection of native traditions and the subsequent assimilation. Ethnopedagogics that emerged as the pedagogy of family, based on love, has humanistic orientation. It is free from narrow political, party and business interests. It is a student-oriented pedagogy as it is addressed to a person who is associated with expensive for him memories of childhood. Ethnic children's environment is an important factor to stimulate creative activity and the activity for the joy of others and the benefit of the community. The Foundation of traditional pedagogy is the labor that creates material and spiritual wealth of the country. The works of folklore of all people glorify the selfless love of the Motherland. Ethnic pedagogy of self-education builds the personality of the patriot as the son of people with a highly developed sense of national pride and human dignity. Knowledge of rich heritage of national culture helps people to know and understand each other, better develop inter-ethnic relations.

4.5. Activity Approach

Active approach from the standpoint of modern pedagogy focused on the need to transform the pupil to the subject of the educational process. The activity approach does not reject the subject material activities, but takes priority in the sphere of formation of motives, needs, interests, ideals and beliefs of a student's personality, i.e. it is characterized by personal dedication. The pupil needs to perform an action, to carry out the activities of patriotic nature not due to the influence of the external reasons, people, circumstances, but due to internal motives and belief in its feasibility, significance for oneself, family, society and state. The activity approach involves the self-defining activity of the individual. In the spotlight there is a joint activity of adults and children, which together determine goals and objectives and looking for ways to achieve them. An integral part of the educational process and public life become situation raising activities. The situation allow you to combine various means of education in the unified educational complexes, stimulating diverse activities of pupils. Initiate situations raising activities, social factors, and therefore it becomes important organization of social practices.

The distinctive features of the situations are as follows: Satisfaction varied spiritual needs of pupils; the combination of motives of

socially useful and personal meaningful creative activity; ability to carry out its diverse species that require creativity, search of new tasks, tools, voluntary actions of stakeholders, communication, civil position, integrity, uphold the convictions, justified risk, activity, willingness and ability to achieve the target.

The activity approach defines the direction of self-realization and social behavior of citizens for the sustainable development of the country. According to this approach, the patriotism is manifested in the activity of the individual, its activities for the benefit of the Motherland and the people living in it. The paradigm of humanistic pedagogy of activity based on the development and reproduction of personality, culture, develop creative ways of working. Orientation of activity theory on sensitive periods of development of pupils, the leading activity requires a continuous search for relevant content of patriotic education, methods, forms and means.

5. CONCLUSION

It is established that the problem of formation of patriotic qualities of school age with use of means of folk pedagogy is important. The developed model of formation of patriotic qualities of schoolchildren by means of folk pedagogy assumes the target component, including goal, objectives, principles, approaches, patterns; the subject-subject component, which includes relations between teachers, pupils, parents, teachers, heads of children's circles and sections; contextual components, which include activity, stages (algorithm) of a teacher's work; procedural-the communicative component, which consists of forms, methods and means; diagnostic-effective component that includes criteria, indicators, levels and results.

The materials of an article can be used in the practice of school teachers, by preparation of students of pedagogical universities to serve as school teachers, as well as in the system of teacher training.

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