



The Research of the Effectiveness of the Program on Formation of Patriotic Qualities of Pupils

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ABSTRACT

The topicality of this problem is due to the contradiction between the objectively increasing requirements of society to a secondary school, patriotic education of pupils and the lack of sufficient scientific and methodological bases of its organization in the activities of a teacher. In this regard, this article aims to develop a program on the formation of patriotic qualities of pupils. Leading methods to the study of this problem were the observation, questionnaires, expert evaluation, self-assessment, identifying gaps in the formation of patriotic qualities of pupils and to make timely correction. The article presents the program for the formation of patriotic qualities of pupils, which allow to identify typical difficulties of teachers in the organization of this process, opened its structure and content, presents the results of the experiment for its implementation. The materials of this article, the positions contained therein and the conclusions can be used by teachers of schools, as well as in the system of teacher training.

Keywords: Program, Pupils, Patriotic Education

JEL Classifications: A23, I23, I26

1. INTRODUCTION

1.1. The Topicality of the Problem

Modernization of Russian education, the trends of the international educational integration put forward before the Russian education new goals, the solution of which are to be seen in the deep qualitative transformations that are reasonable to provide in the form of two interrelated processes: The reforming of the existing system of Russian education and the formation of new conceptual approaches and the conditions of its development based on forward-looking assessments and strategic directions, in accordance with structural shifts in the economy and social policy, taking into account the constructive international experience in this field (Kalimullin and Masalimova, 2016; Zaitseva, 2013; Kozhanova et al., 2015).

The problem of personality formation of future generations in the spirit of devotion, civic duty, responsibility has always been topical and has been reflected in the works of scientists, writers and public figures. The negative processes taking place in society, have a particularly strong influence on young people. This is manifested in a growing lack of spirituality, social apathy, drunkenness, drug abuse, increase in crime. And the warning signs of these phenomena multidimensional in context of destabilization of the economy and falling in living standards of the population carry the dangerous potential of social and moral degradation of the personality of young citizens. Therefore, the content of the educational process in modern school should be aimed at forming integrated personality of the citizen (Sabirova et al., 2016; Zakirova et al., 2016; Shaikhelislamov and Shaehova, 2015; Kamalova, 2012).

In recent years, the approaches to the formation of personality in educational sphere are reviewed from the standpoint of humanization and democratization, when the child is transferred from the system of subordination in a system of cooperation (Yachina et al., 2016). This means the developing in the children the innate personality of freedom and creativity through the acceptance of personal goals, the demands and interests of the child, the respect of his virtues.

1.2. Literature Review

A significant contribution to the study of problems of patriotic education is made by scientists-researchers. Theoretical bases of patriotic education of younger generation was highlighted in the works of Sukhomlinsky (1980), Kozlova (2001), Vostruhina (2011), Suslova (2009), Zabylin (2002), Mikryukov (2006) and other authors. In the study of the origin of psychological aspects of the problem, the valuable are the works Bozovic (1995), Leontiev (1977), Petrovsky (1993), and other psychologists. Questions of the nature, content and methods of civic education are adequately reflected in the works of Gayazov (1995), Izvestnova and Grebyonkina (1990), Karakovsky (1993), Kuznetsova (1986), Russu (1976); especially in the areas of citizenship, formation of active life position in social useful activities considered in the study of Mavrina (2005), Mikhailenko and Korotkov (2001); in the process of learning the basics of sciences of a humanitarian cycle – in the writings of Gorelik (1986), Senina (1987), Simanina (1992).

The great attention is paid to specific socio-political aspects of patriotic education and changes in the approach to it in modern conditions in the studies by Mikryukov (2007), Prokhorov (2006), Nikitin (1995), Gazman et al. (1993), Sokolova et al. (1993); the problems of the evolution of the idea of patriotic education at various stages of development of pedagogical knowledge is considered by Volzhina (1991).

2. MATERIALS AND METHODS

2.1. Research Methods

During research process the following methods were used: theoretical methods of scientific cognition (analysis, comparison, comparative, generalization), general pedagogical methods (the analysis of pedagogical, psychological and philosophical literature on the studying problem, the lessons of international, Russian and regional experience in civil-patriotic education of children, analysis of government programs, laws, concepts of education, study and analysis of educational-methodical documentation, observation, interview, questionnaire), predictive methods (observation, questioning, expert evaluation, self-evaluation).

2.2. The Experimental Base of the Research

An experimental study is conducted on the basis of Municipal Educational Institution “Tikhon’s secondary school,” “Secondary school No. 2” of Almetyevsk city of the Republic of Tatarstan. The study encompassed: 100 children of primary school age, 100 parents, 24 teachers. The experiment has involved 224 people.

2.3. The Stages of the Research

The study was conducted in three stages. The first stage (2011-2013) is search and theoretical. At this stage the study, generalization and systematization of theoretical material on the research problem were carried out; the initial findings of the research, such as: The purpose, object, subject, hypothesis, objectives, methodology and methods of experimental work were developed. On its basis the set levels of formation of patriotic qualities of pupils were established. In according with the criteria the diagnostic material was developed. The ascertaining experiment was organized.

The second stage (2013-2014) is experimental. During this period the formative stage of the experiment was carried out, it determined the effectiveness of the approaches, principles, forms and techniques. The optimal complex of pedagogical conditions of formation of patriotic qualities of schoolchildren by means of folk pedagogy was tested.

The third stage (2014-2015) is summary. During the work in this period the systematization and generalization of the results of the study was carried out. The statistical processing of data obtained in the study was also carried out.

3. RESULTS

We have developed a program aimed at identifying the potential of folk pedagogics in the patriotic education of schoolchildren, revealing typical difficulties of school teachers in the formation of patriotic qualities and the experimental substantiation of pedagogical conditions providing effective formation of patriotic qualities of schoolchildren by means of folk pedagogy in the system of activity of a teacher (Table 1).

3.1. The Implementation Stages of the Program

The introduction of this program was to involve the following stages of the experimental work:

- The first phase (2011-2013). The purpose of the first (preparatory) stage was the initial identification of level of formation of patriotic qualities of pupils; the study of state documents on education and upbringing, state program of patriotic education; identification of capacity and capabilities of the modern family, schools in the formation of patriotic qualities of pupils by means of folk pedagogy; developed the programme of educational activities “My Motherland is Russia,” methodical recommendations for work with her, was determined in control and experimental classes
- The second phase (2013-2014). During this stage the studying upbringing modeling has been performed. The author’s program of patriotic education “My Motherland is Russia.” The complex of pedagogical conditions was realized. The hypothesis was experimentally tested
- The third phase (2014-2015) is final. At this stage, the monitoring and the analysis of the experimental work were conducted.

3.2. The Progress and the Results of the Experiment

At the preparatory stage of the experiment we have done the following: We studied public documents about the education and upbringing. The work was carried out with the family to

Table 1: Program on formation of patriotic qualities of pupils

Stages work	Years	The content of the work	Methods	Technique
I. The first stage (preparatory)	2011-2013	1.1. Defining the goals and objectives of the experimental work 1.2. The study of state documents on organization of educational upbringing process, the state programme of patriotic education, etc. 1.3. Selection of groups, classes, teachers, and educators to work in the course of conducting the experimental work 1.4. Identifying the potential and opportunities of folk pedagogics in the formation of patriotic qualities in children 1.5. The identification of readiness of primary school teachers to carry out the activities on formation of patriotic qualities of children by means of folk pedagogy 1.6. The identification of level of formation of Patriotic qualities of children of school age 1.7. The development of the Concept of formation of Patriotic qualities of children, the Program “My Motherland is Russia,” the methodical recommendations on work with the program. 1.8. Development of a model and a complex of pedagogical conditions for the formation of patriotic qualities of children of school age 1.9. The results of the stating experiment	Observation The survey Testing Fixation Analysis of the results	The methods by Thomas (2015), “Evaluating responses to conflict” The test questionnaire CBS – 2 by Sinyakovskiy and Fedorishin (2007) The test by Snyder (2011), “Evaluation of self-management in communication”
II. The second stage (forming experiment)	2013-2014	2.1. Modeling of the educational process 2.2. Organizing and conducting methodical seminar for teachers of initial classes, educators and teachers of additional education “Folk pedagogy in system of educational work of school teachers” 2.3. The implementation of the model of formation of patriotic qualities of schoolchildren in the educational process 2.4. Implementation of the author’s program “My Motherland is Russia” 2.5. The implementation of a complex of pedagogical conditions of formation of patriotic qualities of pupils 2.6. An intermediate control 2.7. Holding the corrective actions 2.8. The preparation, publication of articles, books, guidelines 2.9. The analysis of the results of the forming experiment	Observation The survey Modeling Testing Fixation Analysis of the results	The methods by Thomas (2015), “Evaluating responses to conflict” The test questionnaire CBS – 2 by Sinyakovskiy and Fedorishin (2007) The test by Snyder (2011), “Evaluation of self-management in communication”
III. The third stage (final)	2014-2015	3.1. The monitoring of the results of introduction of model of formation the Patriotic qualities of pupils 3.2. Comparative analysis of experimental results 3.3. Statistical processing of results using the calculation of nonparametric criterion – angle conversion of Fischer 3.4. Conclusions according to the results of the experimental group 3.5. Analysis of the results 3.6. Identifies prospects for improvement the activities on the formation of patriotic qualities of schoolchildren	Observation The survey Modeling Testing Fixation Analysis of the results	

identify the potential and opportunities for the formation of patriotic qualities of schoolchildren by means of folk pedagogy. The readiness of teachers to formation of patriotic qualities of schoolchildren by means of folk pedagogy was checked. With this purpose the techniques by Thomas (2015), Snyder (2011), Sinyakovskiy and Fedorishin (2007) were used.

In the course of the experiment the criteria, indicators and levels of formation of patriotic qualities of pupils were identified. To this purpose, we used methods of observation and discourse. It was important to determine the views of pupils about small and big Homeland, the understanding of the patriotic qualities.

3.2.1. The establishing step

On the ascertaining stage of the experiment diagnostics of levels of formation of qualities in schoolchildren by means of folk pedagogy was carried out. Based on the obtained data we were allocated three groups of pupils on the level of development of patriotic qualities:

High level of formation of patriotic qualities characterized by a developed curiosity, humanity, active interest in the study of the history of the family, the school, the republic, national heroes, folk traditions, hard work, collectivism, the desire to do some public work; all possible work activities at school and at home; respect for

children and people of other nationalities, of the rules of conduct in public places, discipline, awareness of his duty. The average level is characterized by curiosity, interest in the study of family, school, republic, heroes, and their exploits, folk traditions, however, interest under the guidance of parents, caregivers, and teachers. The child performs assignments under the direction of adults with interest, independence does not show. The child is honest, truthful, good with children and people of other nationalities, seeking to know their culture, traditions; has, on the age, level of knowledge about major national holidays and customs, games; possesses some knowledge of the country's cultural life, the history of the region, country; understands cultural differences and has an idea about patriotism; shows discipline, abided by the rules of conduct, etiquette in the family, public places, all this happens under the guidance of adults.

Low level of formation of patriotic qualities is characterized by a cognitive interest, under the guidance of a teacher, to family history, gender, school, region, Motherland, the heroic past and present, national and folk traditions, curiosity, sometimes shows disrespect to the children of other nationalities, not the hard-working, honesty, truthfulness, responsibility, sometimes admits the misconduct, is not a patriot class, most of all thinks of himself. The correct idea of patriotism, duty, honor, dignity, courage, heroism are not formed in the child.

Low level of formation of patriotic qualities manifested in the passivity of children, their inability to communicate with other children, lack of interest in the book, the stories, tales, sayings, proverbs.

During this phase of the experiment were selected diagnostic methods, criteria and levels of formation of patriotic qualities of children were selected. The initial state of the environment in which the experiment had been conducted was studied. Practical readiness of primary school teachers was identified. The potential and opportunities of the family on the formation of patriotic qualities of primary school pupils was revealed. The existing level of formation of patriotic qualities of pupils was also revealed.

At this stage of the study and in the experimental and control groups an approximately equal proportion with high, medium and low levels of formation of patriotic qualities were observed.

3.2.2. Formative stage

On the forming stage of the experiment unity of moral consciousness and moral behavior were developed and implemented. The application of ethical and aesthetic knowledge in practice, the skillful use of the educational potential of traditional pedagogy, involvement in complex internal spiritually-moral work on ourselves, the mood on the choice of spiritual and moral values, the translation of the purpose of patriotic education of the pupils in moral choice and the patriotic thing to do were developed.

The data analysis showed that in the experimental group the number of children with average level of formation of patriotic qualities, though still very high, has increased its percentage considerably and amounted at the end of the experiment only

49% of the total number of subjects. In the control group the membership of this group had shrunk to a mere 61%.

Thus, we can conclude that in the experimental group occur much more noticeable changes due to experimental effects, while in the control, where the formation of patriotic qualities occurs naturally, these changes are much less pronounced.

The significance of the differences was confirmed by calculating non-parametric criterion of angular conversion Fischer (2015), which allows us to estimate the significance of differences between the percentage of two samples, where the researcher is interested in the effect.

The use of angled Fischer test empirically confirmed the findings, indicating the effectiveness of the provided experimental impacts.

The results were higher in the group which carried out targeted action (Figure 1).

4. DISCUSSIONS

Analysis of the results of this study suggests that teaching science the results that reveal the role and significance of patriotic education. However, the realities of today force us to review these basics, as though they have not lost their value but in some cases do not meet the new conditions, as the current reality and the new Russian state require the improvement of the process of formation and citizenship education, have different levels of personal relationships with the state.

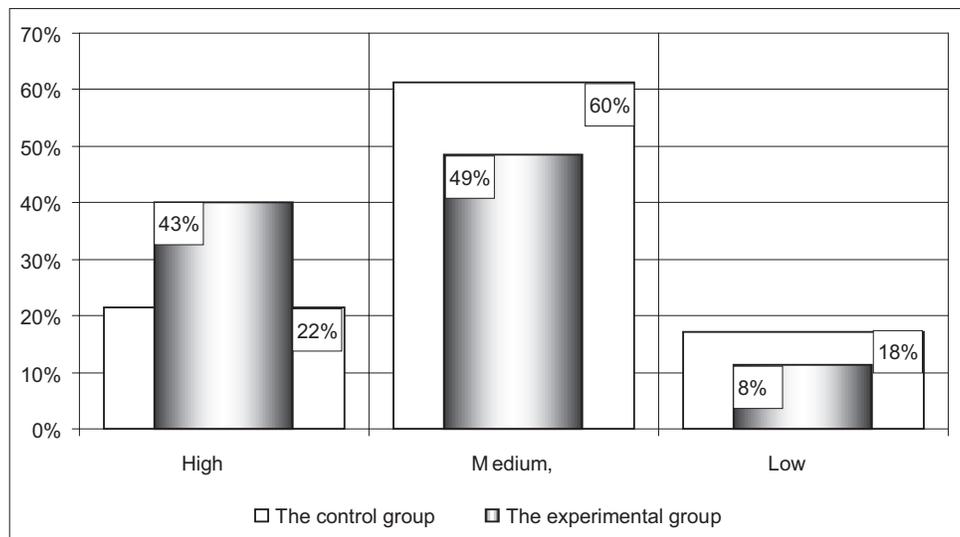
A holistic pedagogical understanding of the problem leads to the necessity of finding effective ways of orientation school for humanistic and practical essence of education. The success of patriotic education of schoolchildren depends on many factors, among which the most important is the use of folk traditions, both in educational institutions and in the family.

5. CONCLUSION

The study of the task, the solution of which allowed us to identify the potential of traditional pedagogy in patriotic education of schoolchildren, to identify common difficulties of school teachers in the formation of patriotic qualities, to develop the program of formation of patriotic qualities of school children by means of folk pedagogy.

The developed program is aimed at diagnostics of level of formation of patriotic qualities of pupils; identifying the potential and opportunities of the modern family in the formation of patriotic qualities of pupils.

The introduction of this program led to the conclusion that in the experimental group occur much more noticeable changes due to experimental effects, while in the control group, where the formation of patriotic qualities occurs naturally, these changes are much less pronounced. The results were higher in the group which

Figure 1: A comparison of the levels of formation of patriotic qualities of pupils in experimental and control groups after research

carried out the targeted action that evidences the effectiveness of the proposed program on the formation of patriotic qualities in schoolchildren by means of folk pedagogy.

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