

MODEL OF TRAINING OF STUDENTS OF LIBERAL ARTS COLLEGE FOR PATRIOTIC EDUCATION OF MODERN YOUTH

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Abstract

Importance of research in this article is caused by social differentiation of society, devaluation of cultural wealth, by deep political and legal, and social and economic transformations, characterized by a new stage of educational process, a new educational paradigm. Today it is important to create a new image of the state and patriotic ideology adequately reflecting present requirements and prospects of historical development of Russia, to open mechanisms and priority directions of its impact on strengthening of spiritual potential of the population of the Russian Federation. Article is devoted to the review of the innovative means and technologies promoting improvement of training of students of liberal arts college for patriotic education of modern youth. In the article, methods of theoretical and empirical research were used. The functional model of training of students of liberal arts college for patriotic education of youth is developed. In the article, the principles of training of future teachers for patriotic education are pointed out, the scientific methodological support of process of training of students of liberal arts college for patriotic education of youth is developed, criteria indicators of formation of readiness of students of liberal arts college for patriotic education of youth are revealed. Materials of article can be useful to the organization of the educational process directed to training of students for patriotic education of modern youth.

Keywords: Preparation model, liberal arts college, patriotic education, educational process, citizen of Russia.

1 INTRODUCTION

All history of the Russian state is connected with the successful solution of problems of patriotic education of youth. Patriotic education is called to form patriotic, moral, and psychological qualities in younger generation, safety of the Fatherland, necessary for performance of problems of reliable protection. However, social differentiation of society, devaluation of cultural wealth exerted negative impact on public consciousness of the majority of social and age national groups of the country, sharply reduced educational influence of the Russian culture, art and education as most important factors of formation of patriotism.

We observe loss of traditionally Russian patriotic consciousness by our society. Patriotism began to regenerate in nationalism. In public consciousness indifference, individualism, egoism, cynicism, the disrespectful relation to the state and social institutes, unmotivated aggression were widely adopted. Such

concepts as "a military valor and dignity" lost their meanings. The relation to the heroic past of the Fatherland became usual.

Today changes in patriotic education are necessary. It is important to raise a role of education and to create modern educational technologies in training of the teachers capable to bring up true patriots of the Russian state, its brave defenders. Hence – imperatives in revision of content of education and its humanitarian component, which lost ideological basis (Kuzmit & Fathulin, 2011).

The Soviet society paid special attention to patriotic education as norms of our society were opposed to values of the rest of the world, thereby there was an image of the enemy and there was a need of fight against the enemy.

The history showed that not the narrow-national patriotism relying on revolutionary ideology is necessary for fruitful development of society. Special importance is gained by cultivation of humanity which major problem is humanity development (Vyrschikov, 1990).

Patriotism has to develop in line with the general tendencies of evolution of human society to answer modern imperatives. Without allowing promotion and superiority of the nation over others, the patriot has to respect and recognize patriotism and achievements of other people. Patriotism has to be cultivated on the basis of tolerance – ability to see in other system of values that it can help with the solving of all-Russian problems and development of universal culture. Teacher who has to develop in consciousness of future generations not only pride of the Russian culture, but also ability to fruitful dialogue with the World, should inform younger generations of this universal measurement of patriotism consciousness.

The person is not born a patriot, he gets the feeling of patriotism. The teacher has direct impact on civic consciousness of society members. The teacher is a basis of the state because he puts in minds of future generations respect for traditions and stories of the country, cultivates patriotism in future citizens of the state.

The current state of the higher pedagogical education is generally aimed at training and to a lesser extent at education. Therefore, training of future teachers is of current importance.

According to the State program of the Russian Federation "Patriotic education of citizens of the Russian Federation for 2016-2020" support of innovations and initiatives of teachers, professional communities, educational organizations and their networks is one of the priority directions of public policy (The State Program, 2015).

2 METHODS AND MATERIALS

In the course of carrying out research, the following complex of methods was used:

– *theoretical research*: including studying domestic and foreign experience on realization of pedagogical innovations in educational system of liberal arts college in the conditions of modernization of education; methods of scientific generalization and theoretical modeling of a phenomenon of innovation, system approach to the analysis of the pedagogical phenomena, the analysis of literature and sources on the didactic, pedagogical, psychological and engineering problems connected with training of students of liberal arts college for patriotic education of youth; structurally functional analysis of the object of the research; the analysis of the existing educational standards, curricula, programs and other documents applied to studying of character and content of activity of experts, specification of requirements to their knowledge and abilities;

– *empirical research*: carrying out pedagogical measurements, comparative analysis, different types of diagnostics and examination, summarizing of pedagogical experience in area of training of students, experimental teaching.

3 RESULTS

Formation of the purposes is one of the main difficulties in design of educational process, control and assessment of its results. Proceeding from the purposes, the maintenance of educational programs, forms of the organization of teaching and educational process, its methods and means has to be defined.

At the present stage, the state educational standards of higher education define qualification characteristics of graduates of pedagogical higher education institution. The fact, that the qualification characteristic represents set of ultimate goals of training of the expert, makes the qualification characteristic a key element in the organization of educational process. However, the requirements of society and a problem of patriotic education of citizens of Russia, determined by the Head of state and the Government, cause the necessity of improvement of this

process. For examining, analyzing, and increasing of efficiency of this process the modeling method was used in research.

When developing our model we proceeded from the general scientific principles of determinism, compliance and complementarity. The principle of determinism, on the one hand, assumes existence of the various objectively existing phenomena and their real interrelations (a political situation in the world – social, economic, and political development of the country - a spiritual condition of society - a civic stand of the population - educational development - training of the teacher - moral development of youth). Under certain conditions, one phenomenon generates another. (For example, development of information society, through the whole chain of communications and processes, causes need of improvement of patriotic education for our country. The happened political changes in the country affected a spiritual condition of the Russian society.) On the other hand, the principle of determinism acts in the form of causality as set of circumstances, which cause the necessity of improvement of process of training of the teacher for patriotic education of new generations (Zderev, 2005).

The principle of compliance means continuity of scientific theories for our research - the general theory of education, the theory of patriotic education. The principle of complementarity allows not only to bring addition and change into the basic theories basing on conducted theoretical and practical research, but also to consider them from new sides.

We put determination of content of all-pedagogical preparation, its structure and the main criteria characterizing training of the teacher for military-patriotic education of youth considering modern conditions in understanding of model of training of the teacher for patriotic education of youth.

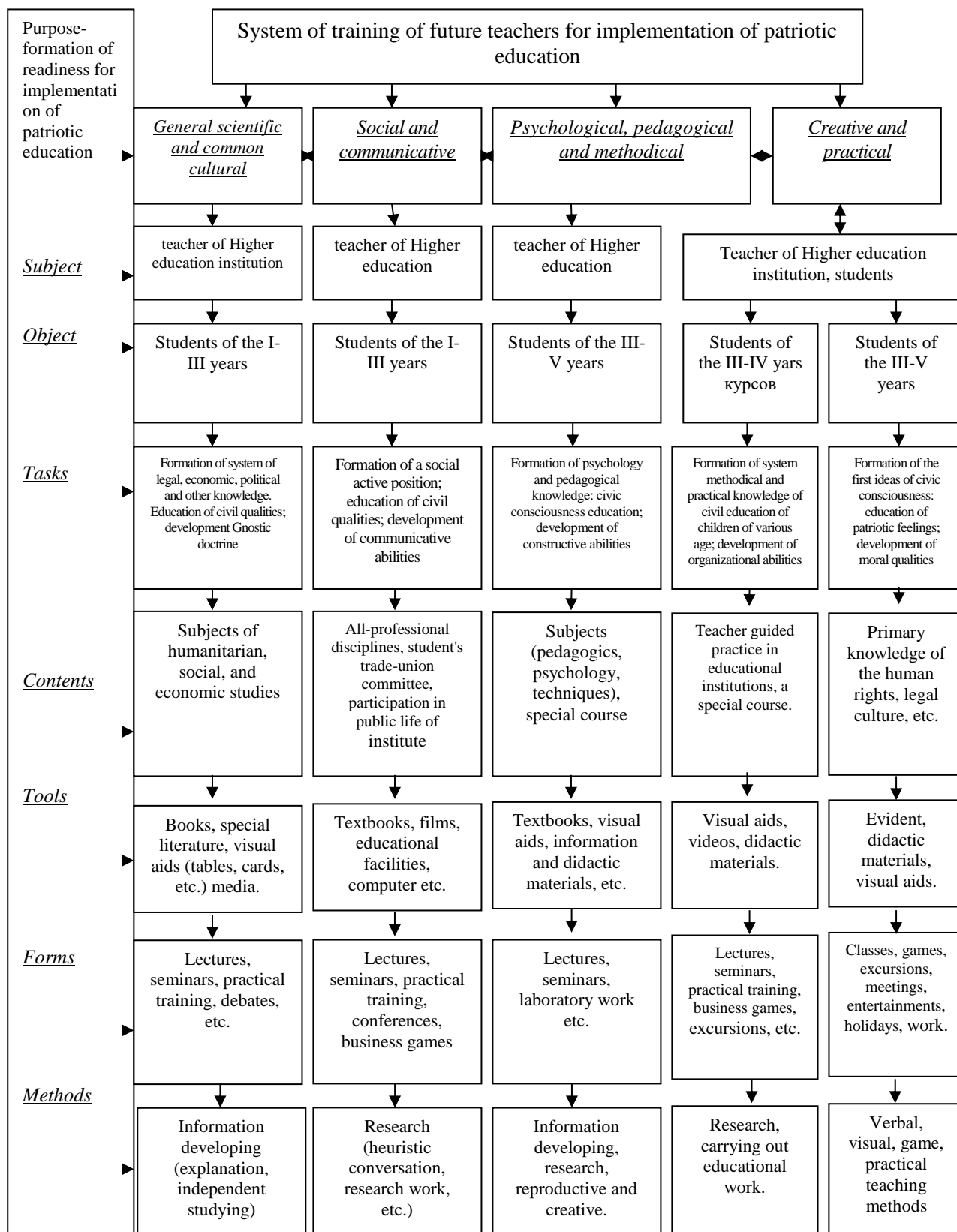


Fig.1. Model of training of the student of liberal arts college for patriotic education of modern youth

Proceeding from these provisions, it should be noted that the purposes of pedagogical activity - the dynamic phenomenon. Logic of their development is that they arise as reflection of objective tendencies of social development. As a result, contents, forms and methods of pedagogical activity have to be brought into accordance

with requirements of society.

In the conditions of basic changes in our society, the available ideas of process of patriotic education and of those changes, which have to happen in training of the teacher for this activity, have to be subjected to processing.

First, statement of the purpose is necessary. It's the starting point of creation of the theory and practice of educational process.

Today, when the Russian society still is at the intersection of historical roads, it's logical to bring out the purpose of education of such fundamental values of the Russian people as patriotism and statehood (great power statehood), social justice (search of truth), responsibility (honor, advantage), domination of cultural wealth over material (spirituality), collectivism (unity), philanthropy (mercy), tolerance, working capacity (diligence) and aspiration to creativity (spirituality).

In the conditions of formation of civil society in Russia, education of youth (and students - future teachers, and school students) has to pursue the aim – development of morally free and spiritually wealthy, active, honest and responsible, balanced and harmonious people. They have to be prepared for active life in society. (Silkova & Pleshkova, 2013).

For this purpose, ideas of humanization in education, which have to be a basis of activity of teachers in school and teachers of higher educational colleges, have to be implemented, because the teacher was and remains "the tutor of mankind". Like Fichte marked, for this purpose, he "has to be morally the best person of the century, it has to represent the highest step of moral development, possible during this era".

Therefore, the purpose of pedagogical education can be presented as continuous general and vocational training of the teacher who is characterized by:

- patriotism, high civil liability and social activity;
- love and respect for those whom he or she trains;
- spiritual culture and original intelligence;
- high professionalism, innovative style of scientific and pedagogical thinking, readiness for creation of new values and adoption of creative decisions;
- need for continuous self-education.

All this can provide readiness of future teacher to patriotic education of youth.

V.A. Slastenin (Slastenin, 2002) developed contents and structure of professional readiness of the teacher for educational work. (He considered readiness of the teacher for educational activity as a complete demonstration of the personality representing synthesis of structural components: motivational and valuable (personal) and performing (procedural). A.P. Belozertsev considered readiness for educational work as "readiness to carrying out educational work on the basis of the general and special knowledge, skills, need for the organization and management of activity of collective, and, above all - in education of his members" (Belozertsev, 1989).

The structure of readiness of the student of liberal arts college for patriotic education of youth can be presented by the following components:

The motivational and valuable component — is based on integration of personal and social experience, corresponds to moral valuable guidelines that defines the choice in the course of activity, focuses on patriotic activity.

The substantial component — is based on professional and pedagogical knowledge, knowledge of the purpose, essence and content of patriotic education and assumes orientation of future teacher on patriotic education.

The moral and psychological component — is based on outlook, moral qualities of the personality and defines commitment to the world, idea of moral improvement of society and service to the Fatherland.

The creative and activity component — is presented by a complex of skills: to define the purpose; to plan and organize teaching and educational activity; to analyze and introduce amendments in activity; to show a creative initiative; to use innovations of patriotic education in teaching and educational activity; to reveal pupils' good breeding levels, to carry out the analysis of results of activity, etc.

The pointed components represent complete system where *the creative and activity component* is

backbone. This structure of readiness of students for patriotic education is adequate to the components to structure of readiness for education of the identity of the school student and pedagogical activity in general.

On the basis of the characteristic of the main components of readiness it is possible to define that readiness of the student for patriotic education of youth — ability of the personality having humanistic outlook, who seized professional knowledge and modern educational technologies to define and to creatively realize the purposes of patriotic education in the course of education of the personality.

The concept "readiness of the student for patriotic education of youth" is closely connected with the concepts "patriotic education", "patriotic good breeding", "patriotism", "readiness for patriotic activity", "patriotic activity".

In this regard, it is necessary to give also definitions to the listed concepts.

Patriotism — the humanistic valuable relation to world problems, the Fatherland, society and the personality.

Patriotic activity - activity of the personality or social group, for the benefit of stable and progressive development of the Fatherland and preservation of peace.

Readiness for patriotic activity - the complete system of personal moral qualities and professional abilities stimulating socially oriented activity for the benefit of society, the Fatherland and preservation of peace.

Patriotic education - the purposeful development of the personality aimed at its spiritual wealth and social responsibility.

Patriotic good breeding - orientation to humanistic values and patriotic activity for the benefit of improvement of society, development of the Fatherland and the world.

These concepts should be considered as equivalent as in the basis of "readiness of the student for patriotic education" both the components "patriotic good breeding", "patriotism", and "readiness for patriotic activity", "patriotic activity" without which a future teacher will not be able to engage in patriotic education.

Only the patriot can cultivate patriotism. This conclusion became defining for creation of questionnaires under which the opinion of teachers and students on process of patriotic education was studied. (Kuzmin, Kuzmin, Krylov, Toktarova, 2015).

The most important conditions of efficiency of patriotic education:

- unity of means of patriotic education in the solution of the main objective of patriotic education (integration aspect);
- coordination of numerous means of patriotic education, aiming at the finding solution of a problem of education of the personality and its patriotism (coordination aspect);
- distribution of pedagogical means in optimum sequence and a combination (dynamic aspect).

As means of patriotic education, it is possible to consider specially organized kinds of activity and communication, which promote development of its moral qualities and patriotic feelings in the course of patriotic education.

It is possible to divide means of patriotic education according to their functions, whenever possible to exert effective impact on development in youth of patriotic feelings and patriotic behavior:

First group: the means which are carrying out information and educational functions (studies, lectures, conversations about national traditions and culture; speeches of military veterans, conference, tourist excursions on places of fighting and labor glory, reading books, watching and discussion of movies and telecasts on patriotic subject, etc.).

For increase of efficiency of these means, it is necessary to aspire to the historical truth and the statement of ideas:

- social optimism;
- perspective development of the state;
- need of cooperation, joint activity of all civilized countries against the international terrorism and the local centers of military operations as most important guarantee of prevention of world war.

Use of these means promotes development of patriotic feelings and intellectual activity of youth of informative and valuable and orientation character.

Second group: the means providing formation of effective mechanisms of patriotic activity. It is necessary to refer creative activity (creation of works of art, literary works, creation of national suits, etc.) and historical and patriotic activity to these means (going to places of fighting glory, search of unknown heroes, the chronicle of military feats and events, patronage work on veterans, occupations in historical circles and mass and patriotic associations, etc.), sports activity.

Means of this group assume development of motivation and real participation of youth in development of socially valuable experience necessary for preservation of domestic traditions and the different directions of patriotic activity.

Third group: the means making complex impact on intellectual and sensual, motivational and behavioral and strong-willed spheres. These means (discussions, dialogues, round tables, chat conferences, etc.) create the situations demanding manifestation of a civic, patriotic stand.

Means of this group cannot be carried to purely educational or practical actions. They make complex impact, actualize a moral position of the personality, defining need of experience of the participation in destinies of the Fatherland, the people, the world, manifestation of own beliefs.

Association of these means in system demands certain organizational forms:

- traditional, proved in practical work on patriotic education (lectures, conversations, meetings with veterans, visiting places of fighting and labor glory, etc.).

- innovative - effective in education of modern youth (business games, a chat conference, modeling of various situations of patriotic activity, etc.)

Formation of readiness for patriotic education of youth has to be based now on development of modern educational technology, which is designed to optimize teaching and educational process, to provide its subjectivity that will define efficiency of educational process.

It is impossible to force to love the Homeland, to be engaged in patriotic activity. This choice is carried out not on the basis of enforcement powers. The choice of a relational position is made freely on the basis of knowledge and valuable orientations. The teacher in the process of subject-subject relations, joint emotional experiences of social values can influence its development. Therefore broadcasting not only knowledge, but also the relation to social values, human culture is important. It will exert impact on formation of a valuable position of pupils. Future teacher in the course of training has to realize that pedagogical influence in the course of patriotic education has to be focused not on behavior of the pupil, and on his relation. They cannot coincide (for example, good behavior of the pupil at a meeting with veterans of the Great Patriotic War not an indicator of the same attitude towards veterans, to the senior generation yet) (Kozhanova & et. al, 2016).

The technology of patriotic education is based on pedagogical technology of education of the personality. However, it is creative process, and there cannot be a certain template for all occasions, but knowing technological regularities, it is possible to integrate all functions of pedagogical influence.

Pedagogical influence has significant effect on development of subjectivity, which defines moral development of the personality and its further patriotic position.

Defining elements of pedagogical technology of patriotic education, it is necessary to point out, first of all, a subject-subject communication during which a certain spirit on activation of the personality is created, and further - involvement in patriotic activity which directly accustoms to concrete social norm and is shown in the patriotic behavior.

The exception of mental tension (condition of discomfort) by providing the choice of a way of participation in patriotic activity has to be an important technological element that will provide also creativity in this activity.

Besides possession of pedagogical technology, the teacher for the successful aim achieving of patriotic education has to be able to diagnose patriotic good breeding. However to estimate the level of development of patriotism, as well as level of training of patriotic education, it is impossible to test it by incidental poll or by any other test. Comprehensive study of development of the personality is important.

The most important *criterion* of efficiency of high school preparation (training of the highly skilled teacher) is "readiness for pedagogical activity". It is also criterion of the effective solution of educational tasks (including, patriotic education).

When developing criteria of training of future teacher for patriotic education of youth we proceeded from a goal and research problems. We make use of the experience of assessment of patriotic activity, which is available in the country - external criteria (an objective basis). However, we think it is important to consider

also internal criteria - a subjective basis of patriotic activity. The objective party of criteria is participation in real affairs of a patriotic orientation, and subjective - their motivation. Each criterion is a set of separate indicators. The maintenance of indicators is made on the basis of observations and conversations with students, teachers of schools and teachers of higher education institutions. (Shaidenko, 2013).

Universal criterion is activity (patriotic activity, or activities for fostering patriotism). Criterion of efficiency is the relation to this activity (motives and effectiveness). Indicators are systematized in groups of motivational, activity and productive criteria and tabulated.

Research in the field of educational activity shows that efficiency of educational work of the teacher depends on his or her personal and professional qualities, that is, criterion of training of the teacher for patriotic education is the formation of his or her personal qualities and professional abilities defining "readiness for patriotic education".

On the basis of the indicators stated above and the maintenance of modern patriotism we can point out levels of patriotic education which knowing is necessary for assessment of results of patriotic education, design and implementation of this process.

High level of patriotic education:

- spirituality, orientation to universal and domestic values;
- awareness of personal responsibility for destiny of the Fatherland;
- peacefulness, tolerance;
- patriotic consciousness, self-development and self-improvement;
- performance of a civic duty, activity for the benefit of the state and society;
- intelligence, personal dignity;
- social activity, humanitarian, patriotic activity;
- initiative in patriotic activity;
- deep studying of history and culture of Russia.

Table 1. Criteria and indicators of efficiency of patriotic activity

Criterion	Indicators
Motivational (personal)	<ul style="list-style-type: none"> - interest in patriotic activity - need for patriotic activity - patriotic orientation of activity - aspiration to self-development, self-improvement
Activity (social)	<ul style="list-style-type: none"> - participation in patriotic, sports events - participation in socially significant activity - expansion of knowledge of patriotism
Productive (socially focused)	<ul style="list-style-type: none"> - social activity - formation of moral qualities of the personality - civic stand - patriotic activity - creativity and innovation in patriotic activity

Middle level of patriotic education:

- orientation to domestic values;
- understanding of need of protection of interests of the Fatherland;
- understanding of a political situation in the world;
- legal, civil consciousness;

- manifestation of activity in mass patriotic actions;
- experience of patriotic activity in its various forms;
- discipline and responsibility;
- studying of national history, literature and culture of Russia.

Low level of patriotic education:

- knowledge of domestic values;
- understanding of need of protection of interests of the Fatherland;
- ideas of a civic duty, patriotism are poorly developed;
- low level of legal, civil consciousness;
- discipline;
- passive execution of public instructions;
- superficial knowledge of national history, literature and culture;
- low level of development of motivational and strong-willed spheres of the personality.

Zero level of patriotic education (its absence):

- priority of individual values, mercantile interests;
- abstract understanding of need of protection of interests of the Fatherland;
- ideas of a civic duty and patriotism are not developed;
- lack of legal consciousness;
- social passivity;
- an indiscipline when performing public instructions or their ignoring;
- lack of interest in humanitarian disciplines;
- backwardness of strong-willed qualities, derogation from the planned purposes.

Proceeding from the analysis of criteria of patriotism, levels of patriotic education and the purposes of patriotic education as integration indicator of education of the personality, we will point out criteria of patriotic good breeding of the personality (criterion of patriotic education):

– the high moral qualities of the personality, defining its relation to the Fatherland, society and the world and patriotic activity:

- spirituality, commitment to universal and domestic values;
- pride of the country, respect of its history, culture, traditions;
- intelligence, personal advantage and social responsibility;
- service to the Fatherland, readiness for protection of its interests, peacefulness and tolerance;
- direct patriotic and humanitarian activity, creativity and innovation of patriotic activity.

4. DISCUSSION

Patriotic education is guided by public system of values and ideals. For its efficiency it has to be under construction on the supreme domestic and universal values (desire for peace, love to the Homeland, aspiration to protection of its interests, care of the prospects of the general development), but not at the average level when the purposes have ordinary character (holding an action, etc.).

The research of the main tendencies of training of the teacher for patriotic education of youth allowed coming to such conclusions:

The methodology of a research allowed pointing out new aspects of patriotic education. Taking into account a methodological axiom that the system of training of teachers has to advance development of society the carried-out analysis of theories of pedagogical science resulted in priority to point out humanistic approach to

this process. At orientation to the prospect of development of society in the conditions of information era, it is important to consider process of patriotic education and training of teachers for patriotic education of youth in direct link with a humanization of process of pedagogical education.

The important direction of improvement of modern patriotic education of youth is training of teachers. Improvement alongside with current trends of a humanization of education, mega- and the microsystems defining training of the teacher will promote improvement of process of training of students of liberal arts colleges for patriotic education of youth and further fostering patriotism of citizens of Russia.

Patriotic education should be considered in close connection with development of the personality because patriotic education is the indicator of its complete development assuming not only moral substance and conviction, but also conscientiousness, liberty of choice of personal behavior within society. The teacher, to carry out patriotic education of youth, has to be the patriot - the personality who is broadminded, free and responsible for the acts in front of society (Kuzmin, 2015).

Patriotism – a difficult complex of qualities of the personality characterizing the highest development of its integrity and social maturity.

Education of the teacher as a person capable to patriotic education of youth has to be based on cultural, axiological approaches providing a subject position of future teacher, formation of the pedagogical culture assuming unity of moral and professional development. Synergetic, dichotomizing, hermeneutical approaches, focusing on education of feelings, development of creativity and creative activity do not let formalism in training of future teachers for this activity. Civil, program, variable approaches allow to initiate socially significant patriotic activity of students in the course of their preparation for patriotic education of youth.

Patriotic education has to be based on principles of a public orientation, democracy and unity of educational influences; the principles of historicism and support on positive examples, the principles of tolerance and international (including interethnic) cooperation; principles of humanization, collectivism, socialization and civic consciousness.

Training of the teacher responsible for patriotic education of future citizens of Russia has to focus him or her, on the one hand on preservation, on the other hand - on change of the available traditions of patriotic education in connection with change of society. Innovative activity, which should be considered as ability to transformation of traditions and filling by their new contents, and also creation and development of new traditions, is urgent for this purpose.

5. CONCLUSION

Function of patriotism has to prevail in patriotic education, humanization of the idea and process of patriotic education should be realized. This is the basis for the conceptual provisions of training of students for patriotic education of youth focusing on strengthening of a humanistic orientation of professional pedagogical education, professional and necessary, spiritual and moral education of love to the Fatherland and humanity, development of strategy of innovative training of students.

The model of training of students for patriotic education of youth defines the purpose, content of all-pedagogical preparation, its structure and the main criteria showing readiness of future teacher for patriotic education. Readiness of the student for patriotic education of youth is represented as ability of the personality having humanistic outlook, who seized professional knowledge and modern educational technologies to define and to creatively realize the purposes of patriotic education in the course of education of the personality.

The criteria of the patriotic well-mannered personality was defined on the basis of criteria of training of the teacher for patriotic education of youth and the levels of development of patriotism. It includes spirituality, commitment to universal and domestic values, pride of the country, respect of its history, culture, traditions; intelligence, personal advantage and social responsibility; service to the Fatherland, readiness for protection of its interests, peacefulness and tolerance; direct patriotic and humanitarian activity, creativity and innovation in patriotic activity.

It is important to remember that the theory is checked by practice, and the question of a theoretical possibility of implementation of the new concept of patriotic education becomes based on a well-known postulate that development is derivative of category "possible".

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