

SOME PRODUCTIVE CONDITIONS AND PECULIARITIES OF HIGH SCHOOL LEARNERS' PATRIOTIC EDUCATION

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The article reflects the pedagogic conditions and pedagogic methodological peculiarities of learners' especially high school learners' patriotic education.

We have emphasized the organizational disciplinary components, the conditions for providing an interdisciplinary connection of social science subjects during the process of high school learners' patriotic education since we assume that the subject itself with its content and specific teaching methods cannot provide complex solution. The article shows that the usage of student-centered methods can make teaching and learning processes more effective. For productive teaching we should take into consideration some facts before choosing the method as it must fit with the lessons of social science subjects, the lesson type, the aim of the lesson, learners' age peculiarities, etc. Moreover, we have represented the importance of extracurricular activities which will have positive influence on learners' upbringing process and their patriotic behavior. All the considered peculiarities and conditions of patriotic education will help teachers to carry out the educational work more properly and more productively.

Keywords: education, teaching, upbringing, patriotism, learner, method, school.

Introduction. Today patriotic education is one of the essential parts of teaching process. It is a problematic issue acquiring special importance. According to the researchers "patriotism does generally and characteristically involve a peculiar regard not just for one's own nation, but for the particular characteristics and merits and achievements of one's own nation". [9] The philosophical way of patriotic education includes the aims of upbringing and the strategy of educational process. For forming and developing specific characteristics of a real patriot we need to have special strategies and approaches. Sometimes the external manifestation of patriotism is considered

that is an association of the word with the feelings, rather than with the activities. We have focuses on forming and developing attitude towards activities, especially socially significant activities. On the basis of our study we can assume that the subject without interdisciplinary connections of social science subjects cannot provide complex solution for learners' especially high school learners' patriotic education and these connections of social science subjects should be enhanced. We agree to the statement that "education must, therefore, foster independent thinking and a capacity for rational evaluation that enables one to weigh different and potentially competing claims. This deliberative process guides the civic aim of education, which is to seek out the public good". [12] For developing patriotic behavior and attitude towards his/her country and environment we emphasize the necessity of extracurricular activities and student-centered methods. The implementation of learners' especially high school learners' patriotic education is not an easy task, and it remains a problematic sphere of study. We have investigated the issues on effective learning and we have discussed the usage of different methods giving priorities to active teaching methods such as role plays, researches, etc. We have considered student-centered methods where learners are active participants of education, and they take the lead in their learning. Learners are no longer simply receiving information from teachers in a passive manner. This transfer of the learning initiative from teacher to learner has proved advantageous in various studies on problem-based learning. [5] Student-centered learning is criticized as it is focused on the individual learner and there are some difficulties in its implementation. [10] Thus, we should mention that in this student-centered learning environment, learners still need guidance in order to not lose their way on their learning journey. If not guided well or sufficiently, learners often become overloaded or distracted cognitively, causing them to handle irrelevant aspects of tasks only and resulting in poor overall knowledge construction. [8] The guidance is the teacher who should choose the appropriate method and material of teaching taking into consideration different components and factors. We have considered the main elements of educational work. The organizational disciplinary components, the conditions for providing interdisciplinary connections of social science subjects are represented and stressed during the process of high school learners' patriotic education. We have studied and represented different pedagogic conditions and pedagogic methodological

peculiarities of learners' especially high school learners' patriotic education as a contribution and help for the process of educational work.

The synthesis of theoretical and practical knowledge can be more effective during researches, studies, as well as during practical work. In this case teacher-centered methods, such as telling, talking, are less productive. Practical work, excursions, distinguished malty-contents specific thematic courses have more positive influence. Annual working plan of high school should include specific complex plan referring to learners' patriotic education such as the criterion of reports of work accomplishments, researches, theoretical and practical work, out-of-school and extracurricular activities, thematic excursions, ways of encouragement, thematic debates, visits, meetings with outstanding people, socially significant activities, etc. From the point of effectiveness they should be contextually brought into line with the teaching of social science subjects and the educational work.

In public educational institutions the main elements of upbringing work are:

- Learners' professional orientations.
- Introduction of knowledge, skills and the importance of moral values in everyday behavior.
- Socially significant activities.
- The desire to serve as an example with one's own activities.
- Special attention to state symbols.
- Caring attitude towards surrounding and nature.
- Knowledge and the intentional work of keeping national, religious and spiritual values.
- Protection of state interests.

The patriotic education of learners and especially high school learners can be much more effective if some things are taken into consideration, such as the peculiarities of the process of learner's professional orientation, in some cases, by emphasizing professions based on national interests (state study), besides learners should be introduced to different branches of science, be provided with the knowledge of the comprehension of sciences, of estimating of knowledge and of analysing and synthesising of educational content of social science subjects.

While speaking about the choice of ways and methods of teaching social science subjects first it is necessary to remember the diversity of teaching methods and their fitting with the lessons of social science subjects. In fact,

“teaching active methods,” game methods such as practical and role plays, studies of events, individual and team games, as well as non-game active methods, analyses of events, exercises, modeling of work, etc. are considered more productive methods. A particular attention should be drawn to the peculiarities of individual, group and collective ways of teaching. While using modern methods of teaching teachers mainly prefer the system of dividing the teaching process into 3 stages: stimulation, sense perception and consideration. Teachers mostly prefer multi-content teaching. This system includes a number of methods such as brainstorming, grouping, prism, pair work, snowball, free composition, T-chart, M-chart, mind mapping, mosaic, 3 keys and a lock, visiting a museum, etc. The choice and the effectiveness of above-mentioned methods and exercises depend on the type of a lesson, technical means of teaching, learners’ sexual age peculiarities.

The contextual opportunities of social science subjects in a high school, additional complex information, some peculiarities of practical work and role activities of the subjects, curriculum requirements for secondary education graduates can be considered pedagogical conditions for learners’ patriotic education. The pedagogical condition of the educational work should involve and define the game rules both for a teacher and a learner. Self-control and public demand is very important. First as a condition one should clarify teachers and learners’ perceptions, worldviews and ideas about the essence of Motherland and patriotism. The issues of learners’ patriotic education emerge from the fact of miscomprehensions of Motherland and patriotism from both sides. Thus, it is necessary for the teacher to understand the concepts to help his/her learners.

The set of criteria, as a normative document for the upbringing of a patriotic citizen, required from public educational institutions, as well as from the graduates of public educational institutions does not completely reflect the reality of the processes proceeding from the expected results. It also does not suggest the elements for upbringing of patriotic citizen. Thus, providing and enhancing of interdisciplinary connection of social science subjects can become a more effective condition for the process of upbringing work. Though, a lot depends on the teacher and the individuals who are responsible for the educational upbringing work of the public educational institution. On the other hand, learners should be emphasized as much depends on them. We agree to the statement that “education needs to be democratic so that pupils come to learn in an environment that gives considerable weight not only to

their willing participation but their own intellectual contributions as well”. [12]

Each teacher of social science subject can plan by himself/herself a certain component of the learners’ patriotic education though it is usually formal. On the other hand the planning of upbringing work becomes just documentary since teachers mostly are unaware of the number of lessons and classes they are going to have during next academic year in secondary or in high schools. In the case of success the image can be just the opposite. It is not a secret that the creation of interdisciplinary connections of social science subjects is much easier. From contextual point of view the organization and realization of a lot of topics, revision of topics, combinations, integrated lessons are just pedagogical problems. Here the contextual opportunities of methods of the implementation of learners’ patriotic education open a wide horizon. This is not a difficult unsolvable problem for skillful pedagogues and teachers. The usage of the methods that we have mentioned, such as debate, visit, social work, etc., can be considered a great stimulation for interdisciplinary connections. It is worth mentioning that participation of the new younger generation in the social life can contribute to the formation and development of some social competencies as ability to choose, adaptability to change, responsibility and ability to keep a word, etc. Banks states “I contend that an effective and transformative citizenship education helps students to acquire the knowledge, skills, and values needed to function effectively within their cultural community, nation-state, and region and in the global community”. [1] According to Banks (2008), an education that is narrowly defined as academic achievement and testing will not prepare students to become effective citizens who are committed to social justice. We should educate students to be reflective, moral, caring, and active citizens in a troubled world.

Today it is very difficult to imagine teaching of any discipline without interdisciplinary connections. The matter is not only the productive organization and implementation of an interdisciplinary connection, but also the condition of implementation of high school learners’ patriotic education.

For the contribution of an interdisciplinary connection of a social science subject during the process of high school learners’ patriotic education we have represented the following conditions:

1. Common goal.
2. The contextual component of social science subjects.
3. The circular requirement of high school social science subjects.

4. Motivational component.
5. The upbringing component of social science subjects.
6. The organizational component.
7. The component of teaching ways and methods.
8. The component of visual things and means.

While doing this or that task, learners deal with above mentioned conditions. By using information technologies analytical, comparative, synthetic, research work contributes to the formation and enhancement of an interdisciplinary connection.

In the process of learners' patriotic education the basis of the creation of an interdisciplinary connection consists of two parts: theoretical knowledge (comparing, synthesis, association, etc.) and practical (identical skills, abilities). Both for theoretical and practical parts classroom is not an obligatory environment, there can be extracurricular environment or other public places. During patriotic education extra-curricular educational activities are emphasized since it is a free, creative and open process where we have active process of self-education and self-development of a personality. The essence is to develop specific behavior. Researchers have studied and described patriotic education:

Patriotic education is a creative, purposeful, systematic process of interaction between teachers and students, which, on the one hand, involves the development of the historical and socio-cultural heritage of the country they live in, and on the other hand, it is a factor of formation of valuable attitude to the Fatherland, which intends to have impact on the consciousness, the emotional sphere of the student personality and his behavior, the result of which is to turn the student into a true patriot, i.e. a man with a strong sense of love for the motherland and pride for their achievements, a sense of responsibility for its well-being and willingness to perform socially significant activities for its benefit. [6]

We should consider the development of different qualities for educating a real patriot who is ready to perform socially significant activities.

Thus, by providing the proper and cooperative interdisciplinary connections, we can form and develop new knowledge, raise the upbringing component of teaching of social science subjects. The necessity of an interdisciplinary connection is conditioned by the fact that during commenting the essence of patriotism from a new prospective we have theoretically justified that a certain subject itself cannot solve the problem of

high school learners' patriotic education. So, we should emphasize the necessity of formation of an interdisciplinary connection.

During the performance of learners' especially high school learners' patriotic education with the help of social science subjects it is very important to consider the following peculiarities:

1. Providing the integral whole of upbringing work
2. Introducing common requirements and tools of patriotic education
3. Introducing moral education work
4. Providing similar work education
5. Teaching ideas based on state and national interests
6. Introduction of identical work by including analytical, research studies in the process of social science disciplines
7. Introduction of common requirements and principles including curriculum
8. Providing the unity and periodicity of creative and motivational work
9. Providing tolerance
10. Spreading and appropriation of proper information about national, religious, cultural peculiarities
11. Mastering the universal information about state, national symbols, their application and significance
12. Introducing the information about national heroes' lives and career (the reasons of becoming heroes)
13. Supporting the importance of learners' professional orientations
14. Spreading and appropriation of information about natural climatic and endemic peculiarities of historic-cultural monuments
15. Enrichment of informative, analytical sources of historic, cultural, sport events and personalities
16. Introduction of caring attitude towards surrounding
17. Rise of sense of responsibility and willingness
18. Maintaining discipline in individual and group work
19. Providing participation of high school learners in socially significant activities
20. Emphasizing academic knowledge, abilities and skills
21. Maintaining moral norms and customary law
22. Organization of aimed excursions, visits, meetings, hikes, research and analytical work.

All the above-mentioned organizational disciplinary peculiarities are considered as conditions for forming interdisciplinary connections among social science subjects. Applying of ICT can have a stimulating effect by forming direct and vivid teaching opportunity of the material.

Conclusion. After studying the topic under consideration we have drawn the following conclusions:

- Productivity of patriotic education depends on the teacher and the learner, their active participation of the process.
- Extracurricular activities are inseparable component of carrying out learners' patriotic education.
- The correct and purposeful implementation of interdisciplinary connections of social science subjects in the organizational process of learners' patriotic education gives teachers an opportunity to improve learners' patriotic education, to provide conditions for meeting modern requirements of education and improvement of upbringing work.

**ԱՎԱԳ ԴՊՐՈՑԱԿԱՆՆԵՐԻ ՀԱՅՐԵՆԱՍԻՐԱԿԱՆ
ԴԱՍՏԻԱՐԱԿՈՒԹՅԱՆ ՄԻ ՔԱՆԻ ԱՐԴՅՈՒՆԱՎԵՏ ՊԱՅՄԱՆՆԵՐ ԵՎ
ԱՌԱՆՁՆԱՀԱՏԿՈՒԹՅՈՒՆՆԵՐ
Էմինյան Գ. Կ., Հովհաննիսյան Ս. Ա.**

Հոդվածում արտացոլված են սովորողների և հատկապես ավագ դպրոցականների հայրենասիրական դաստիարակության մանկավարժական պայմաններն ու մանկավարժամեթոդական առանձնահատկությունները: Առանձնացված ձևով վեր են հանվում կազմակերպչակարգավարական բաղադրիչները, ավագ դպրոցականների հայրենասիրական դաստիարակության գործընթացում հասարակագիտական առարկաների միջառարկայական կապի ապահովման պայմանները, քանզի առանձին առարկան իր բովանդակությամբ և դասավանդման մեթոդներով համալիր լուծում չի կարող ապահովել: Հոդվածը ցույց է տալիս, որ աշակերտակենտրոն մեթոդների օգտագործումը կարող է ավելի արդյունավետ դարձնել ուսուցման գործընթացը: Արդյունավետ ուսուցման համար մեթոդի ընտրությունը կատարելիս մենք պետք է հաշվի առնենք որոշ առանձնահատկություններ, քանի որ մեթոդը պետք է համապատասխանի հասարակագիտական առարկաների դասերին, դասի տիպին, դասի նպատակին, սովորողների տարիքային առանձնահատկություններին և այլն: Ավելին, մենք ներկայացնում ենք արտադպրոցական

աշխատանքների կարևորությունը և դրանց դրական ազդեցությունը սովորողների հայրենասիրական դաստիարակության գործընթացի և նրանց հայրենասիրական վարքի ձևավորման վրա: Բոլոր ներկայացված առանձնահատկությունները և պայմանները կօգնեն ուսուցչին՝ ավելի պատշաճ և արդյունավետ իրականացնելու կրթական գործընթացը:

Բանալի բառեր. կրթություն, ուսուցում, դաստիարակություն, հայրենասիրություն, սովորող, մեթոդ, դպրոց:

НЕКОТОРЫЕ ПРОДУКТИВНЫЕ УСЛОВИЯ И ОСОБЕННОСТИ ПАТРИОТИЧЕСКОГО ВОСПИТАНИЯ СТАРШЕКЛАССНИКОВ

Эминян Г. К., Оганнисян С. А.

В статье отражены педагогические условия и педагогико-методологические особенности патриотического воспитания учащихся, особенно старшекласников. Мы выделили организационно-дисциплинарные компоненты, условия обеспечения междисциплинарной связи предметов обществознания в процессе патриотического воспитания старшекласников, поскольку исходим из того, что сам предмет с его содержанием и конкретными методами обучения не может обеспечить комплексного решения. В статье показано, что использование методов, ориентированных на учащихся, может повысить эффективность процесса обучения и воспитания. Для продуктивного обучения мы должны учитывать некоторые факты, прежде чем выбирать метод, так как он должен соответствовать урокам обществознания, типу урока, цели урока, возрастным особенностям учащихся и т. д. Кроме того, мы представили важность внеклассных мероприятий, которые окажут положительное влияние на процесс воспитания учащихся и их патриотическое поведение. Все рассмотренные особенности и условия патриотического воспитания помогут педагогам правильнее и продуктивно проводить воспитательную работу.

Ключевые слова: образование, обучение, воспитание, патриотизм, учащийся, метод, школа.

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