

RESEARCH ON PEDAGOGICAL DESIGN OF SOCIAL, MORAL AND PATRIOTIC DEVELOPMENT OF COLLEGE STUDENTS

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Abstract: This paper deals with a problem of design for social, moral and patriotic development of college students. Particular attention is drawn to the relevance of this problem in the modern trends of society development. Specific features in the design of educational process that help to reach the necessary level of social, moral and patriotic values have been identified and validated. The authors show the essence of social, moral and patriotic value orientations in promoting the civic engagement of a student, describe the structural components, and reveal the organizational and pedagogical conditions for the effective implementation of this process. On the basis of the conducted research the design model for the social, moral and patriotic development of students in conditions of secondary professional education has been offered.

Keywords: social, moral and patriotic values, system of values, civic engagement, inner potential, secondary professional education, value development model.

1 Introduction

The period of each personality involvement, characterized by a stage of maturation and active engagement in the process of socialization, requires comprehension of one's civic position. A person's belonging to this or that country by the right of birth or due to the place of residence is not a guarantee of the manifestation of a patriotic attitude to such country, expressed in the sense of duty, commitment and readiness to sacrifice personal interests for the common good. The definition of one's civic position implies the manifestation of personal engagement as a specific feature of a person's socialization. This position continues to evolve for the entire period of person's maturation. Psychological and pedagogical works, specifically dedicated to the topic of civic engagement, study its psychological mechanisms with account of social, moral and patriotic value orientations, conditions and ways of their development.

Relevance of this research lies in that the problem of development of civic engagement of college students in the development trends of modern society today is becoming a powerful determinant and driver of subjective human capabilities, and transformation of one's own self and the surrounding reality. That is why, over the recent years, the efforts to instill a sense of patriotism have acquired the growing social significance. Thus, the National Doctrine of Education in the Russian Federation emphasizes that "the system of education is meant to raise the patriots of Russia, the citizens of a democratic, social state governed by the rule of law and respect for individual rights and freedoms, with high morals and national and religious tolerance," which is why the teachers of professional education institutions should pay close attention to the content of education and upbringing.

2 Literature Review

In the field of secondary professional education, where the educational process targets mainly teenagers aged 15-18, the development of whose civic position receives utmost attention, a need has arisen to modernize the educational process form, ideas and technology. Teachers, psychologists, philosophers and sociologists, such as Abulkhanova-Slavskaya K.A. (1991), Asmolov A.G. (1984), Zimnyaya A.V., Bodenko B.N., Krivchenko T.A., Morozova N.A. (1999) and others focus their attention on this.

The value orientations of modern youth are reviewed in the works of Likhachev B.T. (1997), Mardakhaev L.V. et al. (2018)

and others. Military-patriotic education as a means of socialization of the younger generation is addressed in the works of Demidova E.I., Krivoruchenko V.K. (2006) and others. The forms and methods of educational work at educational institutions are reflected in the works of Yakimanskaya I.S. (1996) and others.

The process of patriotism fostering through education is examined by such modern researchers as Arkhipova M.V. et al. (2020), Bulaeva M.N. et al. (2020), Butorina T.S. (2004), Vaganova O.I. (2019; Vaganova et al., 2019), Grekhov V.V. (2009; 2011; 2012), Demidova E.I., Krivoruchenko V.K. (2006), Lebedeva O.V. (2003), Markova S.M., Narkoziev A.K. (2019), Pashkovich A.P. (2009), Petrova N.S. et al. (2006), etc. Scientists such as Geissin I.T. (2002), Goneeva V.V. (2002), Syrova N.V., Chikishev V.N. (2018) and others, have turned their attention to the question of patriotism as the most important component of the system of universal human values. The dynamics of value orientations at the present stage of society development is overviewed in the works of Gavriluk V.V. (2002).

However, in the opinion of many researchers, there are certain weaknesses in the system of education for middle-level specialists, which are exhibited in a failure to take into account the individual characteristics of students, a gross approach to the educational process, administrative and bureaucratic style of organization of the educational process.

3 Research Methodological Framework

The research was conditioned by the existing contradictions between the need of a modern system of secondary professional education in a holistic model for social, moral and patriotic development of the college students and the lack of scientific and pedagogical principles corresponding to the new age.

The research hypothesis is rooted in the assumption that it is possible to build a pedagogical model for fostering the civic engagement of the college students through the formation of social, moral and patriotic value orientations provided that organizational and pedagogical conditions for the model implementation get identified and a didactic support is ensured for the educational process designed to foster civic engagement of students through social, moral and patriotic value orientations.

The research purpose is to substantiate the need for building a model of the educational college space that is effective with regard to facilitation of the social, moral and patriotic development of students.

The research objectives are:

- To reveal the essence of socio-moral and patriotic value orientations behind the civic engagement of a student and describe its structural components;
- To determine the organizational and pedagogical conditions for implementation of the model for fostering student's civic engagement;
- To develop didactic support for the model for fostering student's civic engagement.

For the research the following methods were employed:

- Theoretical: study and analysis of regulations in the field of patriotic education, analysis of psychological and pedagogical literature on the problem under exploration, generalization of pedagogical experience, comparison, systematization, method design, forecasting of research results;
- Empirical: sociological survey, analysis, systematization and interpretation of data.

4 Results and Discussion

4.1 Revealing the essence of social-moral and patriotic value orientations behind the civil engagement of college students.

The modernization of all levels of education that is underway in Russia suggests a somewhat different approach to the training of students as compared to the past. Requirements for high-quality training of college students have been and remain the main guarantor of the successful functioning of the structure of secondary professional education, which integral part is vocational training and education that implies active civic position of students, based on their social, moral and patriotic orientations.

When analyzing the problem of personal development, V.V. Grekhov (2011) emphasized that the development of social, moral and patriotic orientations is "a complicated and long process, which often continues throughout the entire life" (p. 43). However, this process is vital for socialization of young people in the society, since it is through socialization that the younger generation learns to adhere to the core spiritual values.

Monitoring of the current state of patriotic education of students, social and pedagogical diagnostics, and data from sociological studies of recent years show not only a radical change in the value priorities among young people in the country, but also their deep differentiation by region, social affiliation, level of education, age, etc., which cannot be ignored in the informal organization of educational work.

Certainly, not every social and pedagogical diagnostics may be classified as monitoring. While, almost any monitoring of the educational process within a systematic sociological research may, in its evaluation essence, form the basis for socio-pedagogical diagnostics. It should be borne in mind that the priority purpose of diagnostics for identifying the level of social and moral values and the patriotic position of a student is a comprehensive study of the student's personality with the further development of targeted educational models and targeted programs in various areas of educational and pedagogical work in the institution of secondary vocational education.

One of the most promising dimensions of educational work at the present time is based on the principles of education concentrated around a zone of student's immediate interests. New opportunities acquired by students based on their personal interests have impact on their professional abilities, which are most likely to be manifested in their zone of proximal development. Thus a major impetus is given to the internal, spiritual and moral development of students, gradually transforming the process of teaching and education into self-learning and self-improvement. The educational process should be structured in such a manner that it's primary focus is not on shaping professional competences which may be acquired by a student on his/her own, or probably under the guidance of experienced teachers, but on building the individual trajectory of professional and personal development based on personal interests, knowledge and skills. Such an approach through education, training and self-improvement may contribute to better self-organization of students being central to their self-fulfillment.

Thus, according to L.S. Vygotsky (2002), "a zone of proximal development" is created, which is based on transformation of immediate interests and the near-term subject - subject interactions between a teacher and a student, fueling perspective personal development. A new principle, which we call "orientation towards a zone of immediate interests", helps to further develop L.S. Vygotsky's theory of a zone of proximal development and extend it to the sphere of education (p. 586). As is known, it justifies the effectiveness of training which precedes the development and thus encourages its advancement by revealing the capabilities of a student.

In our opinion, in the sphere of youth education, there is an obvious need to shift from ideological goals and methods of

education to utilization of the inner potential of each student: their scale of values, hobbies, social demands and needs. In other words, modern time defines content, principles and approaches to educational work in secondary vocational education institutions. Therefore, before producing an educational program, it is necessary to explore a target of education, which is a young person.

For identifying the level of patriotism and the presence of migration intentions among the students of the 1st and 2nd years of study in Nizhny Novgorod colleges in 2019 the team of authors conducted a sociological survey. The survey covered 127 students of Nizhny Novgorod Arts College, Nizhny Novgorod Industrial College, Nizhny Novgorod College of Household Services, Department of Secondary Vocational Education of Kozma Minin Nizhny Novgorod State Pedagogical University.

Students were offered to complete a questionnaire which included 16 questions, such as:

- Are you following the current political developments in the country;
- Are you ready to relocate to another country for permanent residence;
- Please, give the reasons why you are ready to leave your country, etc.

The conducted monitoring revealed that:

- 22.0% of college students - "would like to relocate to live and work in another country";
- 24.0% - found it difficult to answer this question.
- 54% - just over half of the respondents want to live in Russia.

The main reasons for quite a high level of intentions to migrate from their home country among young people are as follows:

- "Low standard of living" (45.0%),
- "I don't feel safe here" (24.0%),
- "I will not be able to fulfil my potential in Russia" (12.0%),
- "Low level of social culture" (9.0%).

This choice by talented, professionally promising young people is undoubtedly influenced by the outflow of domestic scientists from Russia. Fortunately, this trend has recently changed for the better.

The young generation's consciousness and value orientations have been influenced by the assertion of market values in our country that led to changes in both economic relations and the entire system of social relations. The system of value orientations has undergone significant changes, and the material welfare for the majority of people has become the goal of life. It should be noted that a society committed to build a system of social relations based on market relations undoubtedly activates the human potential. But it is activated through competition, rivalry, profit-seeking, which results in the worldview of a particular type. Certain portion of adolescents demonstrate the lack of a sufficiently clear picture of the world, lack of understanding of their place in the world, no established system of moral values, norms and attitudes, and an egocentric model of behavior is created.

Over the recent decades, the young people's interest to such values as work for the good of their country and patriotism has plummeted. That's why the state is investing much effort to promote the patriotic education of the younger generation and instill social and moral values in young people.

The problem of social, moral and patriotic education that has been in the center of our study is far from being new to the Russian pedagogical thought. But the real goal of socio-moral and patriotic orientation of students at this stage of social development is the development of a socially engaged, morally integral person, confident in their future, clearly realizing the

prospects for personal development and professional growth in their own country.

4.2 Determination of Organizational, Pedagogical and Didactic Conditions

Due to the problem discussed above, the organizational foundations of work with students for the purpose of their patriotic development in the college space have been developed, including interrelation with the integral system of training and education with a focus on personal value orientation for designing the content of educational process; creation of the appropriate educational environment; provision of various types of pedagogical support to students, observance of priorities in their major activities.

Any didactic system as a coherent structure can only function effectively if certain conditions are met. Based on the views of O.A. Abdullina (1990) and V.P. Bepalko (1998), we have articulated didactic conditions conducive to a more effective implementation of the design model for fostering the civic engagement of students by social, moral and patriotic value orientations:

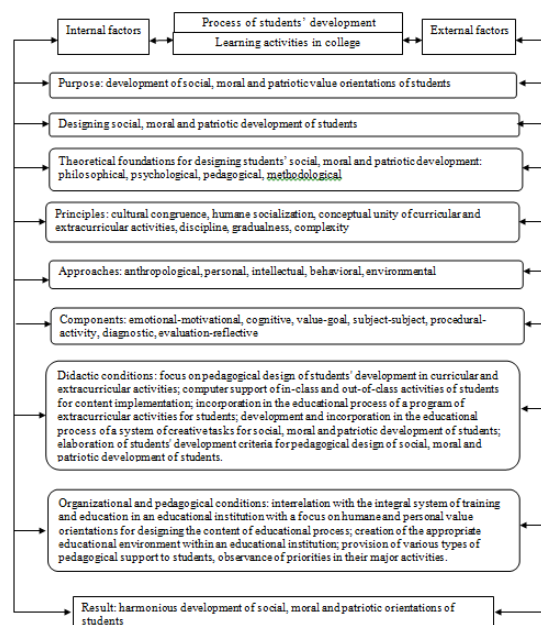
1. Orientation towards pedagogical design of students' development in curricular and extra-curricular activities;
2. Creation of a range of pedagogical methods based on the modern computer technology for implementation of the content;
3. Incorporation in the educational process of a program of pedagogically useful activities for students' free time;
4. Organization of activities with a patriotic orientation to be carried out by public organizations;
5. Elaboration of development criteria for pedagogical design of civic engagement of students through social, moral and patriotic value orientations.

Thus, when designing social, moral and patriotic development of students, V.V. Grekhov (2011) proposed a model for extracurricular work with students, consonant with their curricular activities due to the conceptual unity of these components of the educational process in college.

The proposed model is a holistic, open and dynamic structure which makes it possible to give direction to the process of fostering the civic engagement of future specialists by shaping their social, moral and patriotic value orientations, and to match the desired goal of education with the end result.

Schematically, the pedagogical model is shown in Figure 1.

Figure 1 Model for social, moral and patriotic development of students in the context of secondary professional education



Source: Grekhov, 2011, p. 62

The proposed model for social, moral and patriotic development of college students includes the key design components of the process for fostering the civic engagement of a person and represents a social and pedagogical mechanism. Patriotic education is a multidimensional activity, which is systematic and directed at the mobilization of personal potential. The main idea of the proposed model is the activation of students' civic position through the unity of internal and external factors of the educational process, which includes the principles, approaches and components of the college's educational system.

The model includes such essential features as balance, manageability and controllability of results. At the same time, the most important factors are the didactic, organizational and pedagogical conditions that largely determine the success of the model. Undoubtedly, the implementation of the goals, objectives, principles and methods underlying the model should contribute to the desired results of the educational process in the secondary professional college, the undertaken learning activities, and then career activities. It is in the unity of these two components that a harmonious personality, demanded by the modern society, can be raised, whose priorities include a conscientious attitude to work, a strive for professional self-fulfillment, a sense of duty and civic responsibility to their country.

5 Conclusion

Based on the analysis, it can be concluded that achievement of high social engagement of students through the educational process in college implies systematic and dedicated social and pedagogical efforts, which help a student to become an actor in the conscious learning process. The proposed model for fostering the civic engagement of students through social, moral and patriotic value orientations, which includes a goal, conceptual ideas, theoretical approaches and principles of personal development, during professional training in the conditions of secondary vocational education will allow to achieve the desired outcome. The paper reflects that the combination of organizational, pedagogical and didactic conditions for design of a model to foster the civic engagement of students during their professional training will contribute to the advancement in development and progress in learning activity. It is especially emphasized that the social and pedagogical design of the content of education and training for fostering the social engagement of students through social, moral and patriotic value orientations should be systematic and complex.

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