

PATRIOTIC EDUCATION OF STUDENTS OF CADET CLASSES ON THE EXAMPLE OF STUDYING THE PERSONALITY OF ADMIRAL F. F. USHAKOV

^aRIMMA N. KAUKINA, ^bOLEG V. SEDYSHEV,
^cMARINA G. YAKUNCHEVA

^{a,b,c}*Mordovian State Pedagogical University named after
M. E. Evseviev, Studencheskaya str., 11 A, Saransk, Russia,
430007*

*email: ^akaukina1966@mail.ru, ^bsov323@yandex.ru,
^cyakuncheva@rambler.ru*

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Abstract: The article deals with the problem of patriotic education of cadet classes on the example of studying the personality of Admiral F. F. Ushakov. The authors present an analysis of an empirical study conducted on the basis of Municipal Budgetary Educational Institution "Temnikovskaya Secondary School No. 2" (Russia, Republic of Mordovia, Temnikov). In the course of the study, an additional educational program "Admiral F. F. Ushakov: life and feats of arms" was used. The approbation of this program contributes to solving urgent problems of patriotic education of students of cadet classes. The authors come to the conclusion that in order to achieve the effectiveness of patriotic education, a comprehensive application of various methods and means is necessary.

Keywords: patriotism, patriotic education, students, cadets, Ushakovites, Admiral F. F. Ushakov, Mordovia.

1 Introduction

The issues of education of patriotism remain in the focus of public policy in most countries of the world. Thus, patriotic values are at the center of UNESCO's attention, since these values are the basis of education, science and culture of all countries. And the Russian Federation is no exception.

In Russia, patriotic education of children and youth is one of the priorities of state policy in the field of education. This is evidenced by the Strategy for the Development of Education of students in the Russian Federation for the period up to 2025, approved by the Decree of the Government of the Russian Federation dated May 29, 2015 No. 996-r (2015), the Federal Law "On Education in the Russian Federation" (item 2 as amended by Federal Law of 31.07.2020 N 304-FZ) (2012); The State program "Development of Education", approved by Decree of the Government of the Russian Federation No. 1642 of December 26, 2017 (Federal project "Patriotic Education of citizens of the Russian Federation", 2021), which is aimed at ensuring the functioning of the system of patriotic education of citizens of the Russian Federation. Within the framework of the latest project, work is underway on the development of educational work in educational organizations of general and vocational education, holding patriotic events.

The relevance of the study is due to the fact that the problem of patriotic education of the younger generation is gaining special significance today. The building of a civil society and the dynamic development of Russia depends on the efforts of capable and responsible people who love their homeland, are able to defend its interests, and take care of it. The upbringing of a patriot citizen today is the key to a guaranteed future for every country.

2 Literature Review

Currently, there is a large number of studies devoted to the patriotic education of the younger generation. The solution of the problem of patriotic education of schoolchildren was carried out by researchers through the teaching of humanities, in the process of leisure activities and tourist and local history work, through familiarization with folk customs and traditions, etc.

According to V. A. Slastenin (2012), the most effective in solving the problem of patriotic education in a comprehensive school are system-activity, axiological and cultural approaches.

N. A. Ivanova (2016) in the article "Axiological guidelines for the formation of patriotism" notes that society now needs to rely on traditional values that give strength to the country: it is necessary to look for them in the thousand-year history of our country.

Here we can consider patriotism as a result of mastering the traditional values of one's people, which leads to the necessity to use a culturological approach based on the uniqueness and self-worth of each culture.

According to G. N. Mousse (2015), it would be appropriate to consider the issue of education of patriotism among schoolchildren from the point of view of a synergetic approach. This approach is associated with the recognition of the dual nature of education. On the one hand, the education of patriotism is connected with goal-setting and with the management of personal development, on the other hand, it is a self-organization of activities that ensure "nonviolent and voluntary inclusion of the individual in the process of becoming its subjectivity.

M. A. Abdulayeva (2015), by patriotic education means systematic, purposeful and coordinated activities of state bodies, public associations and organizations to form a high patriotic consciousness among young people, an exalted sense of loyalty to their Homeland.

According to I. A. Savinov (2018), patriotic education is impossible to imagine without active forms of work, game design, game elements.

M. S. Golub (2018) notes the importance of the process of patriotic education in preschool childhood, since "during this period, the formation of cultural and value orientations of the spiritual and moral basis of the child's personality takes place." For I. I. Burlakova (2015), it is a complex managed system designed to perform the functions of forming citizenship, patriotism and readiness for worthy service to the Homeland.

Researchers I. L. Nesterovich (2018) and I. K. Zueva (2020), in their works, reveal methods of forming civil-humanistic patriotism.

V. A. Vazleev (2016), P. A. Fedorov, (2017) and V. V. Pyzh (2017) come to the conclusion that the patriotic education of a modern cadet is a systematic and purposeful activity to form a high patriotic consciousness among pupils, a sense of loyalty to their country, readiness to fulfill civic duty and constitutional duties to protect the interests of the country.

Researchers R. N. Kaukina (2021) and A. V. Loginov (2021) in their article consider the problem of civil and patriotic education of the individual by the example of studying the charitable activities of Admiral F. F. Ushakov in the Mordovian Region.

Various aspects of patriotic education are considered in their works by researchers A. N. Gamajunova (2018), N. G. Spirenkova (2018), O. V. Kudashkina (2018), S. Golunov, A. Rapoport (2009), D. M. Omelchenko (2015).

The article also used foreign works devoted to the peculiarities of patriotism and patriotic education in the USA, Germany and China, by such authors as S. D. Broocfield (1991), J. S. Coleman (1988), G. Borger (2005), M. Adler (2015), E. Trelch (1995), Ch. Xiaohuan (2016).

Based on all of the above, it can be concluded that the problem of patriotic education is currently relevant and requires careful consideration, since underestimating patriotism as the most important component of public consciousness leads to a

weakening of the socio-economic, spiritual and cultural foundations of the development of society and the state.

3 Research Methodological Framework

The purpose of this article is to identify pedagogical conditions conducive to patriotic education of cadets based on the study of the historical personality of Admiral F. F. Ushakov.

The goal led to the solution of the following tasks:

1. to summarize pedagogical experience in patriotic education of cadet classes (Municipal Budgetary Educational Institution "Temnikovskaya Secondary school named after the Hero of the Soviet Union A. I. Semikov" Republic of Mordovia).
2. to identify the initial level of knowledge of cadets about the life and work of Admiral F. F. Ushakov.
3. to develop and experimentally test the system of work on patriotic education of cadet classes based on the study of the personality of Admiral F. F. Ushakov.

The following research methods were used in the work on the article: general scientific: comparison, generalization, abstraction, concretization, analogy; hermeneutic: textual analysis of pedagogical literature and normative legal documents.

The survey, observation, pedagogical experiment, study and generalization of pedagogical experience were chosen as empirical research methods.

The results of the study were obtained based on the results of monitoring Municipal Budgetary Educational Institution "Temnikovskaya Secondary school named after the Hero of the Soviet Union A. I. Semikov" Republic of Mordovia. 54 cadets of grades 6-A and 6-B took part in the monitoring.

The experiment was conducted in the period from September 2020 to May 2021 and included the ascertaining, forming and control stages. The questionnaire developed by the authors of the article and aimed at identifying the level of knowledge of cadets about the historical personality of F. F. Ushakov served as a working tool of the experiment.

4 Results and Discussion

To solve the first task, conversations were held with the school administration, with classroom teachers, with history teachers; the plans of educational work of cadet classes, the Charter of the Cadet movement (2020) were analyzed. In the course of this work, it was found that patriotic education activities are carried out systematically using various methods and means.

Since 2002, "Ushakov. Russia. Fleet" project has been implemented in the Republic of Mordovia, dedicated to anniversaries in the history of the Russian Navy, significant events in the combat naval activity of Admiral F. F. Ushakov. The activities of this project are included in the plans of educational institutions of Mordovia. Students of the schools of the republic take an active part in the "Ushakov gatherings", in the republican "Gathering of young Ushakovites", in the military sports game "Ushakovites - forward!", the expedition-hike "In my river is the beginning of the ocean".

In Municipal Budgetary Educational Institution "Temnikovskaya Secondary school named after the Hero of the Soviet Union A. I. Semikov" Republic of Mordovia in 2009, two cadet classes were opened, in which 54 people studied.

The main purpose of education in cadet classes is the intellectual, cultural, physical and moral development of cadets, their adaptation to life in the society, preparation for serving the Homeland in the civil and military fields, orientation to admission to Suvorov and Nakhimov colleges, secondary and higher educational institutions that train officers for the Russian Army and Navy, the FSB and the Ministry of Emergency Situations (The Charter of the Cadet Class..., 2020).

The authors of the article conducted a pedagogical experiment, which consisted of three stages: ascertaining, forming and control.

The purpose of the first (ascertaining) stage of the study was to identify the initial level of knowledge about the life and military exploits of Admiral F. F. Ushakov; about the role of the admiral in the system of patriotic values and public consciousness of the student respondents. To do this, we conducted a survey (questionnaire) of 54 students of grades 6 A and 6 B of Municipal Budgetary Educational Institution "Temnikovskaya Secondary school named after the Hero of the Soviet Union A. I. Semikov" Republic of Mordovia. The questionnaire consisted of 20 questions, which were aimed at identifying the level of knowledge of cadets about the life and famous naval battles of Admiral F. F. Ushakov, about his charitable activities in Temnikov after his retirement; about the awards of the Soviet state in honor of the merits of F. F. Ushakov; about films and books dedicated to the great naval commander; about the attitude to the great naval commander as a true hero and patriot of the Homeland.

Students were offered three possible answers. For the correct answer, the student received 1 point, for the wrong answer – 0 points. The results were calculated and the sum of points for the answers of each participant of the experiment was calculated (the maximum number of points was 20). The results obtained were converted into percentages, which determined the level of knowledge of the life and combat exploits of Admiral F. F. Ushakov:

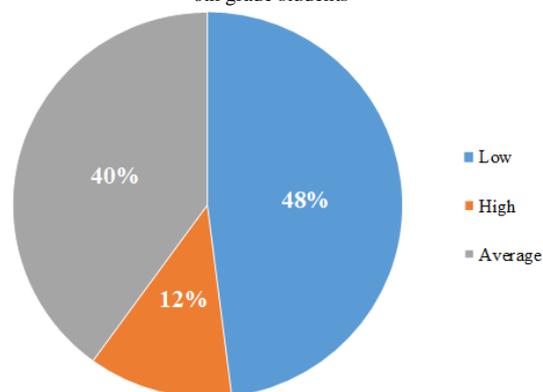
*85-100% - high level: shows a high sense of patriotism, a high level of knowledge of the main dates of the life and combat path of the great naval commander, knowledge of his charitable activities; students consider the admiral a true hero from whom you can learn patriotism, courage, mercy;

*50-84% - average level: the vector of patriotism is expressed implicitly, shows a sufficient level of knowledge of the life and activities of F. Ushakov, however, there are small gaps in knowledge, inaccuracies, mistakes; students consider the admiral a real hero, from whom you can learn courage, love for the Homeland;

*0-49% - low level: the concept of patriotism has not been formed; shows ignorance of the main milestones in the life of the admiral's combat path, no interest in the personality of Admiral F. Ushakov.

As the survey showed, the majority of students have a low level of knowledge about the life and naval battles of Admiral F. F. Ushakov (53% of the total number of respondents), only 12% have a high level of knowledge and an average level of 35%. The data of the survey are presented in Figure 1.

Figure 1 The results of diagnostics of the initial level of knowledge about the life and work of Admiral F. F. Ushakov of 6th grade students



Source: compiled by the authors

Thus, conducting a survey of students in order to find out the level of knowledge about the life and combat path of the famous naval commander, we came to the conclusion that it is necessary to develop a program of additional education of cadets, which will contribute to the patriotic education of cadets and increase the level of knowledge about the personality of Admiral F. F. Ushakov.

The purpose of the second (formative) stage of the study was the development and implementation of an additional educational program "Admiral F. F. Ushakov: life and feats of arm". This program is aimed at the development of patriotic feelings of students; the formation of cadets' sustained interest in the life and feats of Fyodor Ushakov; encouraging cadets to self-education based on the image ("ideal hero", saint); the development of cadets' desire for joint creative and project activities.

The thematic plan of this program consists of three sections: "Introduction. The life and work of Admiral F. F. Ushakov", "The Glorious Victories of F. F. Ushakov", "Admiral Fyodor Ushakov in the history and culture of Mordovia". The final lesson includes the defence of research projects at a school conference.

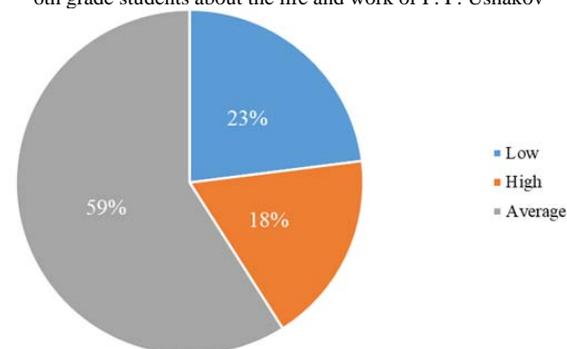
At the next stage of the formative experiment, an additional educational program "Admiral F. F. Ushakov: Life and Feats of Arm" was introduced into the educational process. As part of the experimental work with the cadets of the 6th grades, various events were held: information hours dedicated to memorable dates of Russia, laying flowers at the monument to Ushakov F. F. in the days of his victories (victory at the island of Corfu, Tendra, Kaliakria), The Day of Homeland Defender's Day, military sports games, meetings with veterans and active officers of the Armed Forces of the Russian Federation, students of higher military institutions, veterans and homefront workers of the Great Patriotic War, active participation in the celebration of the 20th anniversary of the canonization of F. F. Ushakov, planting trees at the monument to the Admiral, participation in planting an apple orchard on the site of his estate, participation in the campaign "St. George Ribbon" and "Victory Windows", etc.

The program presupposes research and project activities of students. As topics for the implementation of research projects, the results of which were presented at the school conference, reports emphasized personal qualities of Fyodor Ushakov. The following projects were defended with great interest at the school conference: "Innovator of naval combat", "Glorious victories of the invincible naval commander", "Admiral Fyodor Ushakov in the Mordovian Region", "A.V. Suvorov about Admiral F. F. Ushakov", "Sanaksar Monastery and its shrines".

The purpose of the third (control) stage of the study was to identify the dynamics of the development of the level of knowledge about the combat path and the main battles of Admiral F. F. Ushakov, after testing the program developed by us. Repeated diagnostics was carried out according to the same method as the original one. The students were asked to answer the questionnaire questions. The repeated survey showed that the number of students with a high level of knowledge increased by 8%, with an average level increased by 19%, with a low level decreased by 25%. The data of the repeated survey are presented in Figure 2.

Thus, in comparison with the results of the initial diagnosis, after the main stage of the study, the high level of knowledge about the life and work of Admiral F. Ushakov increased by 6%, the average level increased by 19%, and the low level decreased by 25% (see Table 3), thanks to which the effectiveness of the developed program was confirmed.

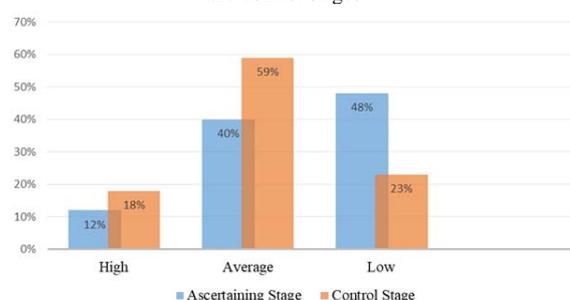
Figure 2 The results of repeated diagnostics of the knowledge of 6th grade students about the life and work of F. F. Ushakov



Source: compiled by the authors

After repeated diagnostics, we compared the level of knowledge about the life and work of Admiral F. Ushakov of the 6th grade cadets before and after the experiment. A comparative analysis of the results of the ascertaining and control stages of the questionnaire is presented in the table in Figure 3.

Figure 3 Comparative analysis of the results of the ascertaining and control stages



Source: compiled by the authors

The results obtained by us are consistent with the data of G. Ya. Grevtseva (2019) that the most effective means and forms of civic and patriotic education of students are the following: state symbols, traditions, excursions and trips to places of military glory; meetings with war and labour veterans. That is why an extensive set of military-patriotic activities was introduced into the system of educational work of cadet classes, part of which was the program for cadets presented by the authors of the article, tested at the Temnikovskaya school.

5 Conclusion

After carrying out all the stages of the study, we came to the following results. With the general positive attitude of the younger generation to the personality of Admiral Ushakov, a rather low level of knowledge about his life and work was revealed. In part, this gap was eliminated by an additional program developed by the authors of the article, tested in these cadet classes and confirmed its effectiveness.

The approbation of the author's supplementary program has shown that in order to achieve the effectiveness of patriotic education, a comprehensive application of various methods and means is necessary. In this case, the authors of the article proceeded from the fact that the variety of events and the information saturation of the presented additional program, figuratively speaking, "expands the horizons" of students, contributes to the development of the erudition of cadets, which also strengthens the patriotic potential of this creative work.

In this regard, an additional educational program on patriotic education of cadets on the example of studying the personality of Admiral F. F. Ushakov contributes to solving urgent problems of patriotic education of students of cadet classes.

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