



Zhytomyr Ivan Franko State University Journal.  
Pedagogical Sciences. Vol. 2(97)

Вісник Житомирського державного  
університету імені Івана Франка.  
Педагогічні науки. Вип. 2 (97)

ISSN (Print): 2663-6387

ISSN (Online): 2664-0155

## GENERAL SECONDARY EDUCATION

## ЗАГАЛЬНА СЕРЕДНЯ ОСВІТА

UDC 37.043.646.12

DOI 10.35433/pedagogy.2(97).2019.13-23

### THE RESULTS OF EXPERIMENTAL WORK ON PATRIOTIC EDUCATION AMONG HIGH SCHOOL STUDENTS WITHIN THE EDUCATIONAL PROCESS HOUSED BY GENERAL SECONDARY EDUCATION INSTITUTIONS

**V. V. Shynkarenko\***

*This article deals with one extremely topical problem involved with high school students' patriotic education throughout the teaching / learning process conducted by general secondary educational institutions. Based on psychological and pedagogical literature, the concept of patriotism was defined. It was revealed that under modern conditions, a patriotic upbringing should be based on philosophical, psychological, pedagogical, and social provisions, reflecting a conceptual basis. Other factors such as democratization, depolitization of both pedagogical science and education systems, as well as strengthening personal aspects throughout educative work with younger generations should also be considered.*

*The main methods utilized during the experimental work were observing teachers' and senior pupils' creative activity at lessons, extracurricular activities, analysing pupils' experimental results, individual conversations with senior pupils / teachers, questionnaire for senior pupils, and short written work.*

*Experimental work results concerning patriotic education among high school students through the teaching / learning process conducted by general secondary educational institutions are presented. The structural-functional model, which allows for the creation of determined pedagogical conditions during the teaching/learning process, was substantiated. During the pedagogical experiment, the patriotic education levels amongst senior pupils from both the experimental and control group were compared at various stages. A statistical analysis of students' t-test data has been made.*

*The obtained data was correlated with the levels of senior pupils' patriotic education, which allowed for final results to be formulated. It was determined that there was no statistically*

\*Candidate of Pedagogical Sciences

("Dnipro Academy of Continuing Education" of Dnipropetrovsk Regional Council")

forte-pianowww@ukr.net

ORCID: 0000-0003-0929-9160

*significant changes of patriotic education levels among senior pupils in control groups. The conclusions are confirmed by qualitative and quantitative analysis, calculated by Pearson  $\chi^2$ -criterion.*

---

**Key words:** *educational process, teaching / learning process, senior pupils, general secondary educational institutions, experimental work, patriotic education.*

---

## **РЕЗУЛЬТАТИ ДОСЛІДНО-ЕКСПЕРИМЕНТАЛЬНОЇ РОБОТИ З ПАТРІОТИЧНОГО ВИХОВАННЯ СТАРШОКЛАСНИКІВ В ОСВІТНЬОМУ ПРОЦЕСІ ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ**

**В. В. Шинкаренко**

*У статті розглянуто одну з важливих та вкрай актуальних сьогодні проблем патріотичного виховання старшокласників в освітньому процесі закладів загальної середньої освіти. На основі психолого-педагогічної літератури визначено поняття патріотизму. Виявлено, що в сучасних умовах патріотичне виховання має спиратися на філософські, психолого-педагогічні та соціальні положення, що відображають специфіку даного поняття, враховувати процеси демократизації та деполітизації педагогічної науки і системи освіти, посилення особистісного аспекту у виховній роботі з підростаючим поколінням.*

*Основними методами дослідно-експериментальної роботи стали: спостереження за творчою діяльністю вчителів і старшокласників на уроках і позакласних заходах; аналіз результатів виконання старшокласниками експериментальних завдань; індивідуальні бесіди з старшокласниками й вчителями; анкетування старшокласників, короткі письмові роботи.*

*Представлено результати дослідно-експериментальної роботи з патріотичного виховання старшокласників в освітньому процесі закладів загальної середньої освіти. Обґрунтовано структурно-функціональну модель, яка забезпечує створення в освітньому процесі визначених педагогічних умов. Проведено порівняння рівнів патріотичної вихованості старшокласників експериментальних і контрольних груп на різних етапах дослідно-експериментальної роботи. Зроблено статистичний аналіз даних за t-критерієм Стьюдента.*

*Отримані дані співвіднесено з ознаками рівнів патріотичної вихованості старшокласників і отримано остаточні результати дослідно-експериментальної роботи за результатами якої в контрольних групах суттєвих і статистично значущих змін в рівнях патріотичної вихованості старшокласників не сталося. Висновки підтверджено якісним і кількісним аналізом, результатами обчислень за  $\chi^2$ -критерієм Пірсона. Установлено не випадковість змін в експериментальних групах за найвищим рівнем статистичної значущості.*

---

**Ключові слова:** *освітній процес, старшокласники, заклади загальної середньої освіти, дослідно-експериментальна робота, патріотичне виховання.*

---

**Introduction.** Developing an independent Ukrainian state becomes impossible without renewed national education, advanced technologies, humanization, differentiation, educational integration, and scientifically grounded patriotic education system among XX-century

citizens. Endeavours such as forming stages for contemporary, legal democratic states creating conditions to facilitate Ukrainian integration into the European community, and developing spiritual, highly moral citizens, who could turn into creators for their own future, humanists, citizens, patriots,

becomes more challenging. The creation of a democratic legal state, which would facilitate full integration into the European community, could be developed and then strengthened by citizens. These citizens would love their people and motherland and would strive to protect it through a sense of human dignity, national self-consciousness and humanistic morality. Furthermore, these citizens would be aware of their rights and freedoms, and able to defend them in a civilized way, which would thus contribute to civic peace and harmony throughout society. Children within such a society would be educated amidst a developing national education based on ideas of Ukrainian heroic history, rich culture, customs, profound knowledge of native language, literature, respect for national symbols, and Christian foundations.

Researchers have stated that the current cultural crisis within Ukraine has been largely determined by changing people's psychology. Former spiritual values have been lost, while new systems have not yet been developed. Contemporary systems of "mass" culture or subcultures extend false values that include aggression, vandalism, hedonism, freedom without responsibility, and the cult of force. As such, one topical issue addresses the patriotic upbringing of the younger generation. A patriotic citizen has a developed awareness of their cultural, national, spiritual and historical connection with their homeland, which allows for a developed understanding of prospects for democratic development worldwide.

Today, traditional learning / teaching foundations are largely replaced by modern, western ones. Examples include joint work, respect for older people being replaced by creative development of egoism, Christian virtues being replaced by universal humanistic values, self-

restraint by all their needs satisfaction, permissiveness, and interest in Ukrainian culture by interest in foreign traditions and foreign languages.

Recent researches analysis. Among prominent foreign and domestic scientists are G. Vashchenko, A. Disterveg, O. Dukhnovich, J. Dewey, A. Komensky, Y. Korchak, A. Makarenko, I. Ogienko, S. Rusova, V. Sukhomlynsky, K. Ushinsky, S. Frenet, etc.

Within Ukraine, problems associated with senior pupils' patriotic education have been studied by A. Bondar, V. Bondar, O. Zakharenko, I. Zyazyun, A. Demyanchuk, A. Moroz, I. Tkachenko, O. Rudnytska, V. Farforovsky, T. Shashlo, M. Shkil, M. Yarmachenko and others. Specifically, the academic O. Zakharenko from the Academy of Pedagogical Sciences of Ukraine described and tested his school-family model based on personal sense of his / her small homeland and careful attitude towards it.

Recently, several dissertations have been defended on the patriotic upbringing of the younger generation, including V. Gumenyuk, V. Kayukov, V. Kondrat, V. Koval, and M. Pavlenko. Of specific note is V. Kayukov's research and pedagogical experiment on developing patriotism frame (heroic traditions by Ukrainian Cossacks) based on Kirovograd Secondary School № 21.

Contemporary researcher has confirmed the relevance of the stated problem; however, most scholars focus on this problem in a general context. Issues concerning substantiating pedagogical conditions and structural functional models regarding senior pupils' patriotic upbringing while learning within general secondary educational institutions has remained unexplored.

**The aim** of this research includes studying and analyzing experiment

results on patriotic upbringing among high school students through the teaching / learning process within general secondary educational institutions.

Objectives:

1) describing the levels of patriotic upbringing among senior pupils during constitutive and formative stages;

2) generalizing information about changing dynamics in patriotic upbringing levels among senior pupils;

3) formulating conclusions on the effectiveness of pedagogical conditions utilised to facilitate patriotic education among senior pupils before graduation.

#### **Results and Discussion.**

"Patriotism" has been interpreted differently within psycho-pedagogical literature. Within a pedagogical context, patriotism has been defined as "love for own motherland, its people". Soviet patriotism was understood as "Soviet people's love for socialist homeland" and was inextricably connected with bourgeois nationalism, chauvinism, and cosmopolitanism" [3: 267].

Some scholars consider patriotism as a set of feelings, principles, and qualities. L. Mishchenko notes that personal moral qualities, which determine certain orientations, are divided into three groups that characterize a person's attitude towards himself, other people and society, various activities or material values. L. Mishchenko understands patriotism as an individual complex integral quality covering all three groups towards people, society, work, and other activities [6: 23]. It should be noted that the Ukrainian Soviet Encyclopedia defines patriotism as one, deep, civil feeling which includes love for the Motherland, commitment to people, and pride in national culture [1: 355].

Additionally, M. Tymchyk has made an attempt for revealing this definition. He states that patriotism shows a person's love toward their homeland, native places ("their parents' land") and

language, culture, traditions, workmanship, and progressive social / state structure [7: 207]. I. Glazunov regards patriotism as citizens' self-realization, social behavior, any individual's as well as all social groups' highest meaning of life, activity [2: 54]. V. Kovaly regards patriotism as a synthetic phenomenon which reflects all undeniably values through Ukrainian history, as well as contributing to the national-state development process aimed at building a democratic and civil society [4: 145].

Some scientists and journalists state that patriotism means love for the Motherland and activity in its favor. These views coincide with definitions in Éditions Larousse, an authoritative encyclopaedia: "Patriotism implies love toward fatherland, that is a country / city / place where this person was born, his / her community, unique in its cultural attachment or aspirations for protecting similar values" [6: 4].

One of the founders of the Ukrainian educational system, G. Vashchenko, presents patriotism as an interconnected sets of ethical feelings and behaviour patterns. These include: love and respect for the Motherland, active work for its benefit, increasing labor traditions, careful attitude to historical monuments / customs / native places, strengthening honor and dignity, protecting the Motherland, military courage, dedication, brotherhood, friendship among peoples, intolerance of racial or national hostility, respect for other countries'/peoples' customs and cultures, and cooperating with them [8: 144].

Within this research, patriotism could be characterized by ambiguity and diversity. Additionally, patriotism has been studied by various researchers under economic, political, socio-pedagogical, and historical conditions, as well as from various positions and attitudes towards the State or Fatherland.

Connecting patriotism with customs or traditions, O. Matvienko claims that their loss destroys the Motherland's image, resulting in people losing civil spirit. "...limiting by illiterate egoism. At these moments people ... do not recognize either mind power inherited by monarchy, nor rational inherited by republic, they stopped halfway living in frustration or helplessness" [5: 197]. It should be noted that this concept includes several components. From a socio-pedagogical perspective, patriotism was viewed as any individual's attitude towards the Motherland, one socio-moral value. Psychology or pedagogy regards patriotism as a morally complex quality. From a philosophical standpoint, patriotism is defined as "natural" foundations reflecting variational and invariant characteristics.

As such, 'patriotism' within a modern context should be based on philosophical, psychological, pedagogical, and social provisions that specifically takes into account democratization, depolitization throughout pedagogical science, the learning / teaching process, and enhancing personal aspects within educational work with younger generations. It leads to rejecting such concepts as devotion to communism, the socialist community, irreconcilability with enemies of socialist states, etc.

This paper postulates that patriotism should be considered outside political, socio-economic, and socio-historical conditions. The social characteristics of this phenomenon should not be denied, as enshrined in the 'Fatherland' concept. Therefore, patriotism legitimately includes all components that characterize the personal relationship to community.

Experimental research was conducted to test the assumption that senior pupils' patriotic upbringing

would be effective if it was carried out on a theoretically substantiated structural and functional model, which ensured creating educational conditions throughout learning policy. At the control stage of the pedagogical research, the levels of senior pupils' patriotic upbringing was compared in both experimental and control groups at differing stages.

The levels of senior pupils' patriotic upbringing, their components and coefficients of formation were determined using similar techniques as while ascertaining. The effectiveness of applied molding tools was evaluated on the following grounds:

- positive, statistically significant dynamics patriotic upbringing levels touching criteria: value-patriotic worldview; patriotic-directed activity; patriotic-creative activity; personalization, individual cultural identification;
- shifts in coefficients of formation among these criteria;
- qualitative, quantitative, statistically significant dynamics concerning patriotic upbringing.

Conducting statistical processing for experimental work results, the  $\chi^2$ -Pearson criterion and the Student's t-test were used. Hence, we have investigated statistical hypothesis about whether there are random differences as for results through ascertaining and control experiments, whether these differences are based on purposeful molding effect. We should consider these results obtained. Studying patriotic upbringing within the value-patriotic worldview criterion produced quantitative or qualitative changes through all indicators.

Quantitative data analysis shows that "knowledge about famous artists' legacy" criterion is developed to a high degree among senior pupils within the experimental groups. Comparing data obtained from the high-level experimental groups, "value-patriotic

worldview" criterion increased from 10.7 % to 30.2 % through the implementation of the formative pedagogical experiment. Regarding sufficient indicators, the forming of the value-patriotic worldview has significantly increased in the experimental groups (48.8 % compared with 17.7 % from the control groups). These changes are associated with introducing the program "I am a patriot of Ukraine" which encouraged developing civic attitudes, as well as expanding patriotic-ideological knowledge.

These results were determined by introducing the following pedagogical conditions: facilitating senior pupils' patriotic upbringing through the integration of their activities concerning local lore through art learning or various extracurricular work forms, implementing educational programs, and elective course with a patriotic orientation.

Statistically significant dynamics for "patriotic-directed activity" criterion in the experimental groups is explained by introducing specific work forms into the learning process (meet-ATO-participants events, local lore work, theme lessons, holidays), applying working methods (problem-searching, research, methods for stimulating duty or responsibility in education, etc.), creating didactic conditions during the teaching / learning processes, and various extracurricular work forms.

Having examined pupils' results within the context of this criterion, positive assessments were observed for fulfilling such tasks as expressing an interest in patriotism issues, cognitive activity, and emotional attitude towards national culture. Meanwhile, "readiness to protect the Motherland" was noticeably lower than other indicators within both the experimental and control groups. It is speculated that this may be connected with events

surrounding the current situation in Crimea and Eastern Ukraine.

Qualitative analysis determines that senior pupils' main achievements within the experimental groups are "participating in preparing or carrying out educational events with patriotic content" (24.6 %) and "mastering country artistic heritage" (25.6 %). Comparing these results with the control groups, there are present low numerical values: 10.5 % participated in preparing or carrying out educational events with patriotic content; 16.1 % of students expressed their desire to master country artistic heritage. 25.6 % of students within the experimental groups showed high level involvement in patriotic activity process comparing with 16.1 % in the control groups. There were no statistically significant differences for control groups.

Achievements regarding "patriotic and creative activity" criterion are associated with the methodology of the formative pedagogical experiment, particularly, with introducing the patriotic education program "I am a patriot of Ukraine". Conducting quantitative analysis, senior pupils from experimental groups (26.8 %) showed noticeably high level of patriotic and creative activity, because they learnt world-known Ukrainian activities, seven Ukrainian cultural monuments, analyzed various historical documents concerning the origin of Ukraine, nomadic tribes, Cossacks inception, etc.

Criterion such as personification, personal cultural identification should also be addressed. They were studied through observing and having conversations with pupils regarding environmental perception while studying Ukrainian artistic works, legends, and songs. It should be noted that there was significant discrepancy in coefficients regarding "personification, personal cultural identification" criterion among students from both the experimental and control groups. This could be

explained by personalization, which could be criteria for patriotic upbringing that depends not only on personal potential, but on living conditions and learning environment.

Regarding the results, it became evident that self-determination in social space facilitated dramatic developments. Senior pupils' attitude to their country's historical past was significantly changed. 28.1 % from the experimental groups showed a high level of awareness for Ukrainian cultural traditions: they could rightly describe such holidays as Masliana, Ivan Kupala, and Pokrov. Only 15.4 % of students from the control groups showed a high level of awareness regarding Ukrainian cultural traditions, thus demonstrating that students who are interested in Ukrainian cultural traditions do not receive relevant knowledge at ordinary art lessons.

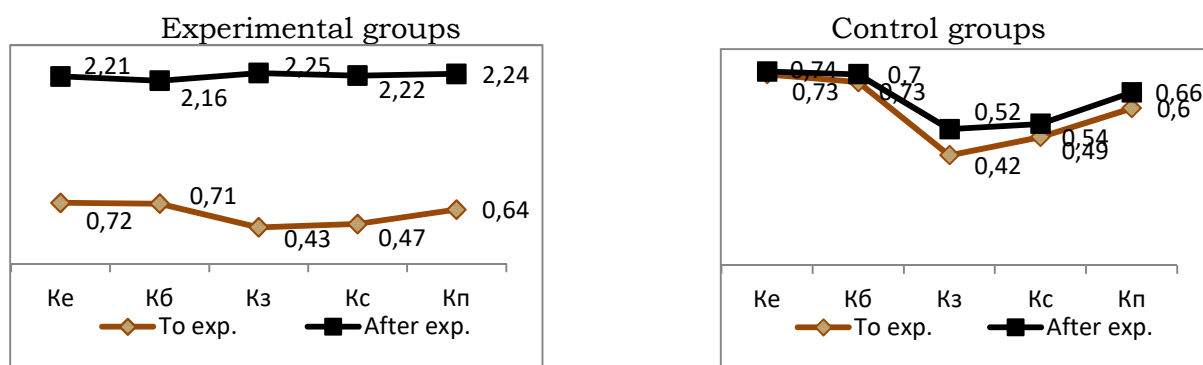
Regarding the "personification, personal cultural identification" criterion, it is observed that significant differences are present at all levels among students from both the control and experimental groups. Thus, analyzing results obtained during experimental verification, all high and sufficient level indicators within the control groups decreased by 0.2 % and 0.7 % respectively, while they increased

by 10.7 % and 39.9 % within experimental ones.

Statistically significant results regarding all criterion within the experimental groups are also explained through focusing on developing appropriate qualities among students via such pedagogical conditions as providing pedagogical interaction between school and family concerning national artistic traditions, combining teachers' or parents' roles, and implementing senior pupils' patriotic upbringing through integrating content of high school students' local lore activity at art learning or various extracurricular work forms.

Moreover, the patriotic education program "I am a patriot of Ukraine" encouraged the creation of conditions for senior pupils' patriotic education, namely upbringing every pupil as creator for himself, his family, his state, the world. The growth for similar indicators within control groups was logical, since pupils from these groups were also engaged in certain creative activity, and could thus not help developing qualities and forming skills.

Taking control verifications, the dynamics of patriotic education coefficients concerning each criterion can be observed.



Picture 1. Dynamics of coefficients for developing patriotism criteria among senior pupils based on experiment results

Statistical data analysis carried out by Student's t-test revealed significant changes for each criterion, as well as a balanced development of all

components within the experimental groups, conditionality of changes by formative means. All changes are random within control groups.

Obtained data of all levels was correlated. Final results are listed in Table 1.

Table 1

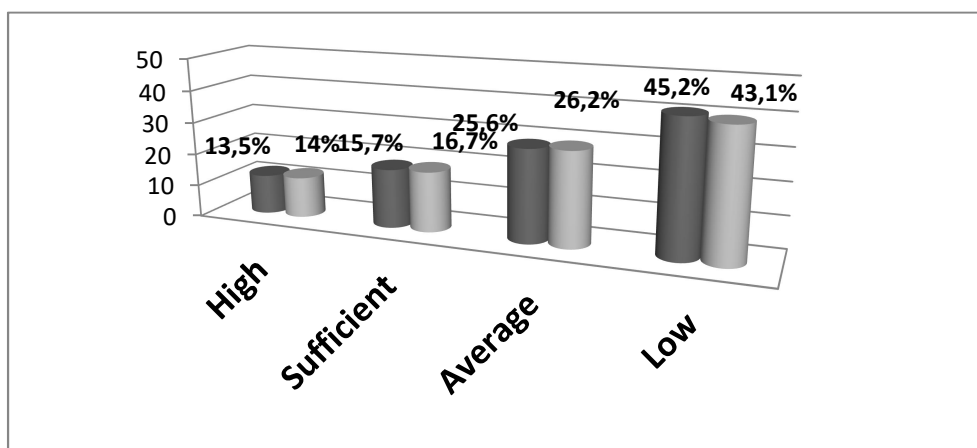
**Level Dynamics concerning senior students' patriotic upbringing based on experiment results, %**

Levels on educatedness	Experimental group		Control group	
	Before exp.	After exp.	Before exp.	After exp.
High	11,5	29,0	12,2	12,6
Sufficient	17,8	46,0	18,2	18,6
Average	26,8	17,0	28,5	29,0
Low	43,8	8,0	41,1	39,8
x2-Pearson criterion	282,6 ≥ 11,3, ρ=0,01		0,193 ≤ 7,81, ρ=0,05	
Formation rate, ke.k.	0,58	2,23	0,59	0,62
Student's t-test	27 ≥ 4,6, ρ=0,01		2,6 ≤ 2,78, ρ=0,05	

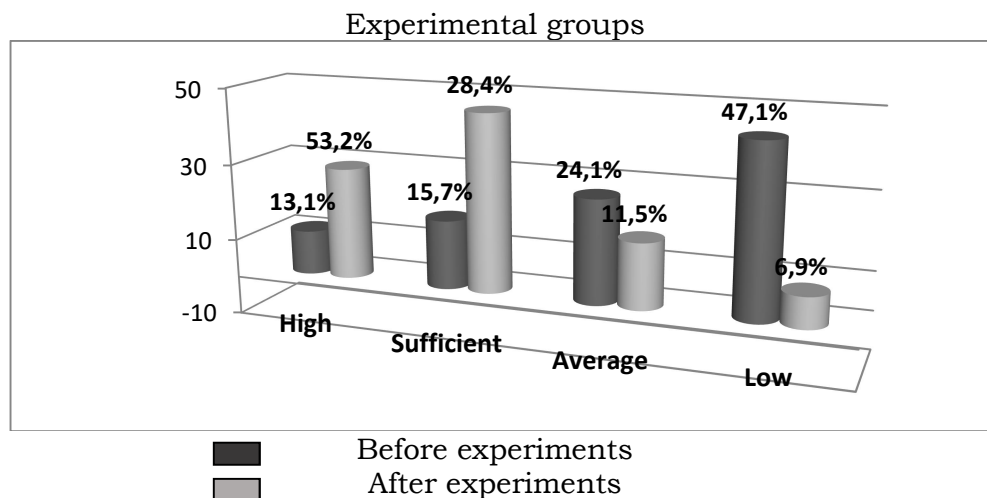
As can be see by analyzing all results obtained from experiments with the control groups, there were no statistically significant changes. Despite this, the number of senior students from experimental groups who have high level increased by 17.5 %, the number of senior students with sufficient level rose by 28.2 % considering decrease on 45.6 % among senior pupils with average or low levels

speaking about patriotic upbringing. These conclusions are confirmed by qualitative and quantitative analysis, calculations by Pearson x2-criterion. All changes within experimental groups on high level of statistical significance (0.01) are obvious. The results are clearly shown on the graphical charts Picture 2.

Control groups







Picture 2. Level dynamics of senior pupils' patriotic upbringing based on experiment results

The experiment results are summarized in Table 2.

Table 2.

**Summarized table of experimental work results**

Criteria of formation	Indexes	
	EG	KG
Value-patriotic worldview	+56,3 %	+0,3 %
Coefficient of formation	+1,49	+0,01
Pearson x2- criterion	171,3	0,009
Patriotic-directed activity	+49,2 %	+6,0 %
Coefficient of formation	+1,45	+0,03
Pearson x2- criterion	205,4	1,9
Patriotic and creative activity	+54,9 %	-2,2 %
Coefficient of formation	+1,82	+0,1
Pearson x2-criterion	326,7	0,725
Personification or personal cultural identification	+55,7 %	+6,7 %
Coefficient of formation	+1,75	+0,05
Pearson x2- criterion	424,5	4,06
The level of ethno-artistic culture	+52,8 %	+1,5 %
Pearson x2-criterion	282,6	0,193
Coefficient of formation	+1,65	+0,03
Student's t-test	27	2,6

Quantitative and qualitative analysis of experimental work results from Table 2 let it be concluded that the structural-functional model allows for the creation of effective pedagogical conditions for senior pupils' patriotic upbringing through the teaching / learning process within general secondary educational institutions and supports achieving sufficient level of investigated quality

formation among senior pupils from experimental groups.

**Conclusions.** Statistically significant results regarding all criterion within experimental groups are explained through focusing on developing appropriate qualities among senior students via such pedagogical conditions as providing pedagogical interaction between school and family on national artistic traditions, combining teachers' or

parents' roles, and implementing patriotic upbringing taking into account integrating content of students' local lore activity at art learning or various extracurricular work forms.

Moreover, it should be stated that the patriotic education program "I am a patriot of Ukraine" encouraged creating conditions for pupils' patriotic upbringing. The increase of indicators within control groups was logical, since senior pupils from these groups were also engaged in certain creative activity, and could not help developing qualities, forming skills.

Statistical data analysis carried out by Student's t-test revealed significant changes for each criterion, balanced developing all components of patriotic education within experimental groups, conditionality of changes by formative means. Changes are random for control groups.

Obtained data were correlated with all levels on patriotic upbringing; therefore, we received final results of our experiment.

As you can see, analyzing control groups' results, there were no statistically significant changes on levels on senior pupils' patriotic upbringing. Despite this, the number of senior students from experimental groups who have high level increased by 17.5 %, the number of senior students with sufficient level rose by 28.2 % respecting decrease on 45.6 % among senior pupils with average and low level on patriotic education. These conclusions are confirmed by qualitative or quantitative analysis, calculations by Pearson  $\chi^2$ -criterion. All changes for experimental groups on high level of statistical significance (0.01) are obvious.

Quantitative or qualitative analysis of experimental work results from Table 2 lets us conclude that our structural-functional model provides creating determined pedagogical conditions for patriotic upbringing while teaching/learning process throughout

general secondary educational institutions, supports achieving sufficient level of investigated quality forming among senior pupils from experimental groups.

Further research directions are developing mechanisms for preparing high school teachers for work on patriotic education throughout general secondary education institutions; identifying modern technologies, methods, techniques for senior pupils' patriotic education, studying foreign experience touching high school students' patriotic education while teaching/learning process within general secondary educational institutions.

#### **REFERENCES (TRANSLATED & TRANSLITERATED)**

1. Bazhan, M.P. (1982). *Ukrainska Radianska entsiklopediia [Ukrainian Soviet Encyclopedia]*. Kiev [in Ukrainian].
2. Glazunov, I.N. (2002). *Patriotychne vykhovannia starshoklasnykiv u navchalno-vykhovnii diialnosti [Patriotic upbringing of high school seniors at comprehensive school]*. *Candidate's thesis*. Lipetsk [in Ukrainian].
3. Goncharenko, S.U. (1997). *Ukrainskyi pedagogichnyi slovnyk [Ukrainian Pedagogical Dictionary]*. Kiev [in Ukrainian].
4. Koval, V.O. (1999). *Patriotychne vykhovannia uchniv u protsesi vyvchennia ukrainskoi literaturu v starshykh klasakh zagalnoosvitnioi shkoly [Students' patriotic upbringing while studying Ukrainian literature in the upper grades of secondary school]*. *Candidate's thesis*. Kiev [in Ukrainian].
5. Matvienko, O.V. (2005). *Vykhovannia tolerantnosti pochynaietsia z uchytelia [Tolerance upbringing begins with a teacher]*. Kiev: Shkoliar 29–32 [in Ukrainian].
6. Mishchenko, N.I. (2004). *Yakyi zhe proroste patriotyzm? [What*

*patriotism will be?*. Kiev: Liby [in Ukrainian].

7. Timchik, V.M. (2012). *Patriotychne vykhovannia starshykh pidlitkiv u protsesi fizkul'turno-masovoi roboty* [Patriotic upbringing of older adolescent

while physical and mass sport]. *Candidate's thesis*. Kiev [in Ukrainian].

8. Vashchenko, G.G. (2003). *Khvoroby v haluzi natsionalnoi pamiaty* [Diseases in the field of national memory]. Kyiv: Shkoliar-Fada LTD [in Ukrainian].

Received: April 05, 2019

Accepted: May 29, 2019