

SOME METHODOLOGICAL ASPECTS OF PATRIOTIC EDUCATION OF YOUNGER ADOLESCENTS BY MEANS OF LITERATURE

The article deals with the issue of the need to improve methodic provision of the process of national-patriotic education of comprehensive school students. The author considers scientific sources on methods of teaching literature with the aim of using this subject's potential for forming patriotic feelings in children. In particular, some methodic advice is provided concerning effective usage of literature works (belles-lettres) in patriotic education of younger teenagers – 5-6 grades students of general educational establishments.

The provision is proved that methodically competent work with literature texts during literature lessons at school and in out-of-class activities can essentially increase the level of moral and patriotic qualities of students.

Keywords: *patriotic education, methods of education, literature lessons, methods of teaching literature, younger adolescents.*

At present, the issues of patriotic education of children are widely discussed in the scientific discourse, which can be explained by contemporary realities that dictate the necessity to activate this process in comprehensive schools. The need of the state in forming the conscious citizens-patriots, capable to guarantee its safety and inviolability, is evident. Education of patriotism as selfless devotion to one's homeland, deep love towards it, its people, the readiness to defend it in case of any danger, requires innovative technologies, methods and forms to be applied in pedagogical practice, which can secure a quality result, regarding modern tendencies of civilizational and culturological development of society, part of which is youth. In this article, we pay special attention to younger teenagers – students of comprehensive schools. Because younger adolescence is the most sensitive period for cultivating patriotic feelings: in this age, emotional sphere of children intensively develops, their ideals are formed, and character traits acquire a certain stability. Moreover, the age of 13-14 is the most active time for self-education of will.

The author views it expedient to consider more precise the problem of applying literature means in educating patriotism of young generation, taking into account their significant potential of influence on the teenagers' consciousness.

So, the *aim* of the article – on the basis of scientific sources analysis, to reveal methodical ways of the literature teacher' work in terms of patriotic education of 5-6 grades students. It should be noted that the aspects provided could touch upon teaching subjects «Ukrainian Literature», «World Literature», as well as activity of literature clubs for children.

The founders of literature methods had expressed the ideas of schoolchildren's development through content-rich and interesting reading that should correspond to a child's age, contribute to the educational process in general as an activation factor. For example, V. Vodovozov argued that teaching literature should stimulate the pupils' independent thinking, train them to gain independent conclusions after reading a story. The scientist proved that through aesthetic criteria of literature works, schoolchildren would be able to differentiate evil and good, truth and lie, love and hatred, happiness and suffering. V. Stoiunin demanded from the teachers to consider poems and novels as art phenomena, to use the educational role of literature, to apply active methods of study. The methodist argued that every aesthetic work reflects life, reality, with which many moral, social and other issues are connected. V. Stoiunin thought that during literature lessons, «intellectual, moral, and aesthetic development are united: one helps the others...». Surely, as part of moral, we can consider patriotic education.

The main caution of the scientists: while analyzing a work, the teacher should not destroy the nature of art, for such destruction weakens its aesthetic perception, ultimately – its educational influence on pupils. This provision is still topical for Ukrainian contemporary school. Modern scientist also state that a child should experience *pleasant feelings* during educational activity [3]. However, we admit that to trigger such feelings in children does not mean to form a value yet.

That is, in times of methodic science's beginning, topical ideas of literature lessons significance in educating moral, including patriotic, values were declared; and the pupils' development was directly linked to the right organization of the reading process, analysis of art work, a child's active position, which is a stimulus to productive self-education and self-formation.

Still urgent remain I. Ohienko's provisions on educating national consciousness during literature lessons, the necessity to develop image thinking of pupils in the process of literature study.

Along with pedagogue I. Ohiienko, O. Doroshkevych had played a significant role in the establishment of the national system of education. His literature methods were directed at formation of humane ideals, national consciousness by means of literature.

In methodic heritage, the works of methodist, specialist in study of literature O. Biletskyi is of special significance; his conception had many positive moments: taking into account the specifics of literature, image thinking peculiarities, and features of a writer's description of life phenomena [6].

Methodists T. Buhaiko and F. Buhaiko also underline the importance of simultaneous development of children's feelings and thinking during literature lessons, increasing their cognitive capabilities, considering the level of psychic development and knowledge of schoolchildren, creation of positive emotional atmosphere, which is a contributive base for forming students' value orientations.

In 1960-1970, the researchers' interest to the problems of aesthetic perception of an art work increased. The investigations of O. Nykyforova, P. Yakobsona, A. Leontiev, A. Bodaliev, L. Rozhyna prove that there is no possibility to activate the potential of art works beyond aesthetic perception. There is no artistic joy without aesthetic perception and without a true interest in a book. Certainly, it is not only delight of feelings that belles-lettres can provide, but without such delight the readers' cognitive interest would be very weak. Scientists believe that emotional pleasure got from communication with art (in our case – literature) is of stimulating importance and serves as one of conditions for successful mastering the content of stories, novels, poems etc. Besides, it may lead to the author's idea recognized by the reader as a benchmark in his (her) life. For, as V. Sukhomlynskyi stated, mastering the work means that the artistic thoughts and feelings have become the gains of the pupil's spiritual word. For example, N. Myropolska believes that aesthetic observations and emotional experiences are the driving forces not only for readers' interests, but for personal culture as well.

The unity of emotional-image and conscious understanding of an art work conditions the efficiency of teaching literature as a word art. If there is no emotional perception, no *experience* and *co-experience* can be achieved, an art work can not be consciously understand by pupils as an artistic fact, they (pupils) would be

unable to evaluate it aesthetically, naively believing in the real existence of a literature hero or an artistic event.

The main attention of literature teachers should be focused on the activation of cognitive sphere, emotions and feelings of schoolchildren, involving them into dialogical interaction with the text in order to provide for them a possibility to perceive as many thoughts and feelings contained in it as possible, which can satisfy the child's need in cognition and emotional experience. An art work can be mastered not only by mind, but also by feelings, emotional memory and «intellectual feelings» (V. Popluzhnyi's term). The emotional-feelings sphere of the personality, his (her) image and logic thinking are in constant motion and productive interaction.

As belles-lettres and education are integral part of cultural space, by analogy with a culture model, A. Sytchenko suggests a principle of three-dimension of the educational model of art work analysis, which is determined as a unity of value orientations, literature knowledge and rules of the readers-pupils' activity. The scientist argues that the educational potential of literature can be attributed to the artistic values and moral ideals, which word art has and establishes. The value factor serves as the main sense in studying literature, the realization of which directly depends on the level of the pupils' literature knowledge and skills [6].

Modern achievements of methodical research are also of interest in the context of our theme, particularly methods of studying literature based on a culturological approach (V. Domanskyi). Orienting in the construction of a formation model on the culturological approach to studying literature at school, we take as a basis the idea of «culture's literature-centeredness» formulated by the methodist. This idea is realized through analysis of artistic works, viewed as a cultural universe that can only be discovered through comprehension, «decoding» the signs of text.

Literature art has its sign material – artistic word, with help of which aesthetic cognition of the world becomes possible. V. Domanskyi explains a literature text as a specific «generalized world model, the whole complex of the writer's world-perception, his (her) philosophic, aesthetic, religious and moral views and their expressions through a system of signs, codes, motives, mythologies, symbols». Being a kind of word art, literature can be considered the most effective means of education, reflecting in concentrated form the spiritual life of humanity.

V. Domanskyi defines the leading culturological-methodic ideas that constitute the fundamentals of a culturological approach to studying literature, and suggests a pedagogical technology of studying a literature work as a text of culture, revealing the essence of dialogue in culture and a dialogue of cultures. In addition, the scientists pay special attention to the theoretical principles of integration during literature lessons, literature's links with music, painting, and sculpture.

The ability to feel aesthetic joy, to understand literature as the art of writing can be achieved through purposeful reading work, when aesthetic perception is connected with gaining knowledge, its comprehension. Aesthetic feelings cannot be deep and stable without a profound analysis of literature text. Emotions alone that arise while reading can form a perceptive reader, but not a deep one. The necessary condition that secure the work of art's full influence on schoolchildren is its analysis aimed at comprehension of a literature work as an art, orientation on the author's position in terms of the events and heroes depicted, conscious differentiation of the national and the universal in it.

Today, methodical science in search of optimal learning and education during literature lessons offers interesting innovational projects: interactive technologies in the system of personality-oriented education (S. Safarian); modern scientific approaches to school analysis of a literature work, which are widely applied in European education (Ye. Voloshchuk); contextual study of literature works (V. Hladyshev); conceptual bases of the technology of studying world literature in comprehensive schools (Zh. Klymenko); interconnection of modern educational technologies' elements in the process of foreign literature study (L. Bohdan); multi-media educational technologies (N. Khymera); innovational methods in mastering literature terms (K. Balina); usage of suggestive-association technologies as a way of increasing the efficiency of literature education (O. Sutula); application of informational technologies (I. Dovhininska); formation of interpretative consciousness in students (A. Vitchenko) etc. The authors of contemporary methods change their attitude to a student-reader, recognizing him (her) as a cognition subject and putting him (her) in the center of their methodic conceptions. The student has the right to express his (her) original view, he (she) becomes an active participant in the search for truth during learning literature, and

the teacher performs the role of organizer of educational process, is ready to cooperation, co-creativity with students while a work's analysis. It provides grounds for N. Voloshyna to notice that literature «lives» in the spiritual world of modern human being in complex organic interconnections and interaction with other kinds of artistic and general culture, impressions and associations, with other streams of contemporary aesthetic reality [6].

V. Holubkov distinguishes the three main methods of literature lessons: lecture method, that should be understood as providing information about new material, as reading and as the teacher's narration; literature conversation method and method of the students' independent work, including oral reports and compositions in written form [2].

The child is able to cognize the world through art. The peculiarity of this cognition is the word's capacity to reflect not only life, which can be really seen, perceived, but also feelings and aspiration. A person is able to comprehend the multifacetedness of another person, his (her) feelings, through the word. A work of art, as practice proves, gives the reader a possibility through co-experience with heroes and the author, to get familiar with culture values, which demands from a teenager understanding of his (her) own position, evaluation of life events, formation of his (her) own attitude to life.

In such circumstances, a personality is formed that has conscious attitude to the situation, persuasively proves his (her) right for his (her) statements; the ability to compare the art work's values with his (her) own experience. This should be recognized as the most important condition for effective forming of value orientations, particularly patriotic feelings. The educational meaning of school learning of literature as a word art is realized that consists in the formation of the student's aesthetic and moral needs and high culture, in the context of our research – the aspiration and ability to individually see and understand the world, to love the motherland, to respect compatriots, to be ready to defend the country, to work for its well-being.

Gained theoretical knowledge on methods, operations and types of learning activities has to help a teacher to choose the most effective of them, to foresee their interconnection and orientation in the educational process. Taking into account the age peculiarities of pupils, their intellectual level, the complexity of the theme under

study, the literature teacher direct his (her) creative potential with help of methods at the formation of the students' independent mastering of knowledge, creative thinking, the skill to formulate arguments. The specific of literature lessons is that the teacher should understand, in order to define his (her) goal: one cannot be taught literature; nevertheless, one can get knowledge that will help to discover it, to comprehend its regularities, to feel it as art. Using literature text, the teacher can develop reading skills, the ability to conduct a dialogue, a discussion, to master oral and writing language skills, to make analysis, to write creative works of different genres. Scientific popular literature stimulates the understanding of one's life sense and one's place in the world. So, literature lessons can be considered as a time of creative communication between teacher and pupil, the basis of which being a fiction text, and different forms of teacher-pupils cooperation secure the defined and scientifically substantiated learning situations, case studies, different types of lessons.

The problem of studying a literature work is inexhaustible. The suggested stages of studying a literature work define the logic sequence of the activity: preparation to perceiving the art work; reading the text; preparation to its analysis; different ways of its analysis; drawing of conclusions; creative works on the topic. Every stage is viewed as part of research work, has its aim, tasks and certain methods, operations and ways of realization. Regarding traditional methodic approaches to studying an art work, the scientists define some specific terms (national image, Bible image, Christian image, world image etc.), notions (nation, national, nationalism, nationalist, patriot, multicultural, mentality etc.), methods, operations, ways of analysis (comparative, philological, stylistic, system-structural etc.). Traditional ways of the art work's analysis (after action development, of each image, problem-thematic) find a new interpretation [5, p. 7].

Along with widening up of informational space in Ukraine, less people resort to the book for reading. If before our state was among the countries, the populations of which read most, now the situation has changed. One of important social problems is what read our children, how they communicate. During every literature lessons, the teacher must develop the students' oral and writing skills. Practice has proved that the 4-6-8 hours envisaged by the program in order to develop conversation skills are often used for control work. We do not mention teaching a teenager to monologically

express his (her) views or to write an article, to compose a report, a notice, an abstract, – the teacher simply has no time to teach that. That is why there is no learning at school in terms of how to write a review, how to interview a person, to make a reportage, to write a summary and many other types of oral and writing activities very necessary for future life [5].

One of undeniable truths of pedagogical activity is the unlimited educational power of literature (confirmed by time and proved by scientific experiments and perhaps by experience of every person). To educate students means to increase their morality, to civilize them. Any brutality will disappear under the influence of daily reading of the best world literature classic examples, which contribute to children's defining an ideal's criteria. The same can be said about educating patriotic qualities by studying works of military-patriotic thematic. Such themes are especially interesting for younger teenagers-boys, who are usually deeply impressed by the heroism of the stories' personages (their images are depicted from reality, as a rule), their courageous deeds in dangerous, threatening life conditions in order to save their beloved, friends, relatives, their Homeland.

It should be mentioned that positive educational impact of literature works on the person becomes possible provided the child emotionally responds to the actions described. Only emotionally experienced moral feelings can transform later into moral deeds in real life. Scientists argue (I. Bekh) that a deed can be considered psychologically harmonious when its inner motivational and external executive parts are coordinated in content. This inner motivational side, as we see, is secured by strong emotion. A certain deed in its external manifestation (for example, help, readiness to protect one's native land, responsibility, generosity etc.) has to be motivated by ethic norms, which have become meaningful for the subject of educational influences. If such motivation is not in effect there is a contradiction arising between inner motives and external behavior. The subject, having no wish to demonstrate his (her) real nature, just «plays» a sincere deed; his (her) real needs and aspirations being quite opposite [1].

How a child comprehends the literature work's content, perceives the moral side of the story depends on the system of methods applied by the teacher while studying a poem, fairy-tale or a novel. We advise as an effective method the students' research work, a method of projects, especially regarding Ukrainian people traditions, Kozaks' habits. It will contribute to children's self-

identification, their comprehension of national values and the need to preserve them in conditions of world globalization.

Mastering of literature heritage is proved possible if the study is active. «Under common action, there is a requirement of maximum activity, psychologically optimal work on the part of that one who teaches and that one who learns. Due to this, the phenomenon of interpersonal education occurs as the main peculiarity of interpersonal relations in the system «teacher – student» [1, p. 604].

Active education can be realized through personality-oriented approach, problem-research method, and design technology applied during literature lessons. A literature teacher has to pay special attention to the art context (painting, architecture, sculpture, music) and intersubject links (foreign languages, world history, Ukrainian history) with the aim to successfully perform national-patriotic tasks. Studying literature works in close connection with world art and history will contribute to adequate viewing the Ukrainians as a nation of peaceful and hard-working people.

So, while studying program and extracurricular works, the interconnections of literature with other arts should underlined in order to enhance the emotional component of perception. It should also be taken into account that literature text as an art fact reflects the signs of a certain cultural epoch, its philosophic conceptions. A teacher can use different creative tasks for students such as: to paint a historical event, to make a cross-word, to sound a dialogue of historical public figures, to characterize a historic hero, to paint in words, to choose a music fragment to the story, to perform theatre elements after a historical event, which will create a special positive emotional atmosphere of the lesson.

Regarding theatre elements, as O. Komarovska says [4], learning themselves and the world through the images of a play, creating their own worlds in such way, the young artists and onlookers emotionally perceive and acquire new knowledge, forming their own values of art and life, including patriotic ones.

Of great potential is a problem method of studying literature, which has to be based on interaction, dialogue, during which the students learn to think critically, to solve complex problems applying analysis of circumstances and corresponding information, to formulate their arguments, to make decisions, to take part in discussions, to communicate with other people. This method makes pupils to master communication skills with interest, which will allow them to argue and defend their point of view, as well as to agree with persuasive arguments of others. Such approach, in its

turn, stipulates the activity of teenagers in determining their civic and patriotic position.

Prepared artistic reading, further analysis and learning by heart of poems about Homeland, its nature and hard-working and sage people teach the children to feel the beauty of their native village or town, from which love towards the country and the whole world as the fragile and beautiful, unique and unprotected should arise [3].

Before applying different methods, technics and forms of activity, a literature teacher has to outline for himself (herself) the tasks that he (she) should perform during studying a work of literature:

1. *Training.* Teaching the reading technics is considered rather as a technical aspect. At the same time, its significance should not be underestimated: the easier is reading process the more is the person inclined to read. The ability to determine the main provisions in the material under study, to make a summary, abstracts, to critically compare different views should be paid special attention.

2. *Educational.* The aim is to attract to studying culture, literature, art, and history, to discover amazing fates of people, real heroes, psychological phenomena, historical events.

3. *Aesthetic.* The literature teacher should translate the immortal character of art values.

4. *Linguistic-communicative.* To enrich oral and writing communicative skills.

5. *Developing.* To develop patriotic feelings, to form moral qualities, for example responsibility, care, compassion, kindness etc., to cultivate research work skills, to contribute to cognitive interests' development.

Thus, the provisions considered above lead to the conclusion: methodically competent usage of literature works of heroic themes during literature lessons at school and in literature clubs, a right selection of such works, various and interesting for children forms and methods of work with text, research tasks, theatre elements in patriotic education, – all this will increase the efficiency of the process of formation of Ukraine's highly moral citizens-patriots.

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I. П. Білоцерківець

Методичні аспекти патріотичного виховання молодших підлітків засобами літератури

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У статті порушено питання необхідності удосконалення методичного забезпечення процесу національно-патріотичного виховання учнів загальноосвітніх шкіл. Автор розглядає наукові джерела з питань методики викладання літератури з метою використання потенціалу цього предмета для формування патріотичних почуттів у школярів. Зокрема, надано методичні поради щодо ефективного застосування художніх творів у патріотичному вихованні молодших підлітків – учнів 5-6 класів загальноосвітніх навчальних закладів.

Ключові слова: патріотичне виховання, методика виховання, уроки літератури, методика викладання літератури, молодші підлітки.

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Методические аспекты патриотического воспитания младших подростков средствами литературы

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В статье поднят вопрос о необходимости усовершенствования методического обеспечения процесса национально-патриотического воспитания учащихся общеобразовательных школ. Автор рассматривает научные источники по различным аспектам методики преподавания литературы с целью использования потенциала этого

предмета в формировании патриотических чувств у школьников. В частности, представлены методические советы касательно эффективного использования художественных произведений для патриотического воспитания младших подростков – учащихся 5-6 классов общеобразовательных учебных заведений.

Ключевые слова: патриотическое воспитание, методика воспитания, уроки литературы, методика преподавания литературы, младшие подростки.

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ОСОБИСТІСНО ОРІЄНТОВАНІ ТЕХНОЛОГІЇ ПАТРІОТИЧНОГО ВИХОВАННЯ УЧНІВСЬКОЇ МОЛОДІ У ВСЕУКРАЇНСЬКОМУ ДИТЯЧОМУ ГРОМАДСЬКОМУ РУСІ «ШКОЛА БЕЗПЕКИ»

У статті представлено особистісно орієнтовані технології патріотичного виховання учнівської молоді, які застосовуються під час різноманітних заходів, що проводить Всеукраїнський дитячий громадський рух (ВДГР) «Школа безпеки». Розкрито сутність означених технологій та їх роль у процесі формування громадянина як патріота своєї держави.