

## FORMATION OF PATRIOTIC VALUES OF PUPILS OF GROUPS OF HUMANITARIAN DIRECTION IN OUT-OF-SCHOOL EDUCATIONAL INSTITUTIONS

*The efficiency of formation of children and youth's patriotism in the content of out-of-school education is directly linked with current trends and priorities for pan-European education, which will promote the acquisition of knowledge about the common European cultural heritage by the younger generation. Modern psychological and pedagogical researchers have made topical the problem of methodological support of out-of-school education to form pupils' patriotic orientations. Formation of pupils' patriotic values in the groups of humanitarian direction in out-of-school educational institutions was envisaged by the educational program «Country: Ukraine (in English)». This curriculum consists of five main blocks, which provide an effective solution to the problem of formation of patriotic values of pupils of groups of humanitarian direction in out-of-school educational institutions. The aim of the author's program is to form patriotic values and active civics, to develop emotional and value attitude of personality to the homeland as an equal partner for other European countries.*

**Keywords:** *value, patriotism, patriotic values, groups, humanitarian direction, out-of-school educational institutions.*

The formation of new social and political relations in Ukraine has made topical the problem of understanding of personal responsibility for the future of a country by the younger generation. In this context, the patriotic education of youth is an important part of the process of forming a citizen-patriot with active civics that can keep national traditions.

It should be pointed out right at the beginning that patriotic and civic education is fundamental. That is defined in «The Strategy of National Patriotic Education of Children and Youth» (2015). Both patriotic and civic education respond to urgent needs and challenges of today as well as lay the foundation for the formation of consciousness of present and future generations who will consider a state as a guarantee of their own personal development, based on the ideas of humanism, social welfare, democracy, freedom, tolerance, prudent, responsibility, healthy lifestyle, willingness to change [3].

The patriotic education of the young person in contemporary social and cultural conditions has been studied by such scholars as I. Bekh, T. Havlitina, K. Zhurba, V. Kyrychenko, T. Okushko Zh. Petrochko, Yu. Rudenko, H. Sahach, V. Tkachenko, I. Hlystun,

K. Chorna, I. Shkilna and others. Cooperation between teachers and families in the education of children of all ages has been researched by T. Alekseenko, O. Dokukina T. Kravchenko, I. Machuska, V. Postovyi, E. Sychev, O. Khromova and others. Some theoretical and methodological principles of education of schoolchildren in out-of-school educational institutions are concentrated in the scientific works of O. Bykovska, V. Verbytskyi, V. Machuskyi, O. Lytovchenko, L. Kovbasenko, A. Kornienko, O. Prosina, H. Pustovit, T. Sushchenko.

The establishment and development of various forms and methods of patriotic education of children and youth over the past year have gained national attention. On the other hand, the problem of program and methodical support of out-of-school education in order to form the patriotic values of pupils in the out-of-school educational institutions require further study.

*The purpose* of the research is to disclose the contents of the formation of patriotic values of pupils of groups of humanitarian direction in out-of-school educational institutions.

It must be admitted that the educational process has an axiological orientation, so both the realities of the present and the prospects of society must be taken into account. According to V. Kremen, within the diversity of values, which can be used in the educational process, priority values should be identified such as humanism, dignity, patriotism, democracy, social initiative and responsibility, national identity [4, p. 187].

Patriotic education of children and youth is a comprehensive, systematic and purposeful activity of the government, public organizations, families, schools and other social institutions in order to develop the young generation's high patriotic consciousness, feelings of loyalty, love of country, concern about the benefits for the nation, readiness to perform civic and constitutional duties to protect national interests, integrity and independence of Ukraine, promote the establishment of a legal, democratic, and social state [5].

There were some stereotypes in the approach to the functions of each of the educational institutions lately, joint activities of teachers of educational institutions and parents in the patriotic education of children being underestimated. However, K. Zhurba and

O. Dokukina have emphasized in their studies that the efficiency of patriotic education of children is ensured by unity among all subjects of the educational process in order to resist a variety of destructive influences that distort the perception of national values, language, culture, history, Motherland etc. [2, p. 125]. Thus, interaction between the out-of-school educational institutions and families, integration of their educational efforts is a weighty pedagogical condition of education of pupils' patriotic values.

Important for our study is the point of view of academician I. Bekh about organization of the process of education of patriotism. The scientist defines patriotism as a complex feeling-value that occurs under the influence of spiritual and moral, civic and national education. People will love their nation, motherland, if they love their family and friends, a small homeland. Therefore, the education of patriotism and a range of some other feeling-values should be combined appropriately. When the time interval between these educational objectives is large, there will not be the corresponding value connection in the pupil's mind. Therefore, the path to spiritual consciousness will be closed, which is an overwhelming obstacle to the process of personal self-development of pupils [1, p. 5].

As H. Pustovit notes in his scientific studies, the effectiveness of the formation of children and youth's patriotism in the content of out-of-school education is now directly linked with current trends and priorities for pan-European education. It should promote the young generation's knowledge about common European cultural heritage, and it should form practical skills and competencies needed to become part of the European Union. Moreover, such patriotic education should be based on the assimilation of political-legal and socio-economic knowledge, the formation of a child's democratic culture, ability to communicate and protect [6, p. 99].

One of the things that must be of concern to us is the components of this direction:

- presentation of the updated content of education of national and European socio-cultural values based on the trends of development of European and global educational environment. For practical implementation of the strategic orientation of out-of-school education of Ukraine in terms of European integration, it is necessary to enhance educational activities

in the community. That is primarily aimed at the interaction between the secondary, out-of-school and higher education, the family and the community in order to solve urgent issues of education of children in their free time at school, the creation of educational projects and state programs for development of out-of-school education, development and implementation of educational content of integrated courses «European Studies», which will help to prepare the young generation for common existence in the European space;

- integration of European subjects in the educational content of the scientific and program-methodical support of out-of-school education, which should provide personal and social knowledge, complex essential skills for an active life in the modern European community. Sense of European culture, convergence and the creation of a common European home, a common historical and social, economic, cultural and environmental system are encouraged nowadays. Therefore, an important objective of the national out-of-school education is to develop clear ideas in the minds of the young generation about common European identity as well as a sense of responsibility for the common future and a sense of European citizenship;
- formation of children's active life self-determination and their ability to build their own life trajectory of development and becoming a citizen through translation of the basic ideas and values of European society as a necessary element of European integration; designing the teachers' technologies for development of a person's values and skills that are necessary for life in a modern European community; implementation of new interactive forms and methods, modern information and communication technologies;
- formation of active life position of a child as a citizen of Ukraine, combined with an understanding of European identity by involving out-of-school educational institutions in the international educational programs of the European Union and the Council of Europe; organization of extra-curricular and out-of-school educational work with students to create an atmosphere that will promote the development of citizenship and patriotism and the awareness of belonging to the European

values and European civics through participation in national and international educational programs, school clubs, children's social and youth organizations; developing a series of game simulation projects that would ensure the formation of own point of view of youth on the ways of the future Ukraine's integration into Europe; developing the projects of out-of-school self-government in order to involve students in solving real-life important problems and acquiring skills for democratic debate and action in the legal space of the modern state [6, p. 100].

According to the «Strategy of National Patriotic Education of Children and Youth», the main tasks of modern educational process are:

- to instill patriotic values, beliefs and respect for the cultural and historical past of Ukraine in the children's minds and feelings;
- to respect the Constitution of Ukraine, Laws of Ukraine, state symbols;
- to understand the relationship between individual freedom, human rights and a person's patriotic responsibility;
- to promote the acquisition of patriotic experience by children and youth based on the willingness to participate in the processes of state-building, the ability to determine the forms and methods of participation in the life of civic society, to interact with social institutions, government, the ability to adhere to the laws and protect human rights, readiness to take responsibility, the ability to resolve conflicts according to democratic principles;
- to teach to be tolerant to other peoples, cultures and traditions;
- to develop the best characteristics of the Ukrainian mentality – hard-working, freedom, justice, kindness, honesty, careful attitude towards nature;
- to promote the language and communication skills;
- to encourage children to resist Ukraine-phobia, immorality, separatism, chauvinism, fascism [3].

An effective tool for implementing the above-mentioned tasks, in our opinion, is «Study of local history, geography and culture» as a special branch of science that integrates knowledge of history, archeology, anthropology, linguistics, ethnography, folklore, law,

religion, culture, economics, philosophy, political science, ethics, aesthetics, and education.

Developing methods of the forming experiment, we were guided by the principles of general education (such as: child-centrism, nature-related, culture-related, humanism) and took into account the child's age and individual characteristics as well as principles of patriotic education:

- *Principle of national orientation.* It involves the formation of national identity, love for the native land, the Ukrainian people, respect for their culture; respect for the culture of all peoples inhabiting Ukraine; ability to maintain national identity, to be proud of belonging to the Ukrainian people, to participate in the development and protection of the state;
- *Principle of activity and self-regulation.* It provides development of a child's subjective characteristics; creates the capacity for criticism and self-criticism, the ability to make independent decisions; produces citizenship identity, sense of responsibility for its implementation in the actions and behaviour;
- *Principle of multiculturalism.* It involves the integration of Ukrainian culture into the European and global space, creating the necessary preconditions such as the formation of children and youth's openness and tolerance towards different ideas, values, culture, art and beliefs of other people; the ability to differentiate the common and dissimilar in different cultures, the ability to accept Ukrainian culture as an integral part of human culture;
- *Principle of social conformity.* It stipulates the correlation between the content and methods of patriotic education and the real social situation, where the educational process is organized. Also it aims at education of children and youth's readiness to protect the homeland and solving life problems effectively;
- *Principle of historical and social memory.* It directs at preserving the spiritual and moral, cultural and historical heritage of Ukrainians, this heritage being expressed in renovated and modernized forms and methods of activity;

- *Principle of intergenerational succession.* It preserves for posterity examples of Ukrainian culture, ethnic culture of peoples living in Ukraine.

Patriotic values of pupils of groups of humanitarian direction in out-of-school educational institutions are formed according to the educational program «Country: Ukraine (in English)». The curriculum is designed for one year of study for pupils of 8-15 years old. The program is developed for the basic level of education – 144 hours, namely 2 hours 2 times per week. The program aims at formation of patriotic values and active civics, developing the person's emotional and value attitude to the homeland as an equal partner to other European countries.

The objectives of the program «Country: Ukraine (in English)» is defined as follows:

- learning Ukrainian environmental features, language, culture, and state-building, nationality, Ukrainian mentality, historical development and historical destiny of the Ukrainian people;
- formation of a holistic view of Ukraine's place in the world, its cultural heritage in the treasury of world civilization;
- developing the ability to represent Ukrainian culture and people's way of life, ceremonies and cultural values, national peculiarities and realities in the world;
- formation of the individual's active citizenship.

The author's program combines different aspect of knowledge of social science of Ukraine and includes the following components:

- 1) geographical position of Ukraine; Ukrainian unique environment that has a decisive influence on the formation of Ukrainian spiritual world; traditions of Ukrainian national lifestyle, homebuilding, food, etc.;
- 2) features of native language and attitude towards it;
- 3) Ukrainian national and state holidays; originality of Ukrainian family; history of Ukrainian statehood;
- 4) population and state symbols of Ukraine; historical places of interests and Ukrainian famous people;
- 5) basic moral principles of Ukrainians, which determine human behaviour in society; Ukraine's international activities and its role in history.

It seems reasonable to conclude that study of local history, geography and culture is important in the patriotic education of the young generation. Active children and youth's participation in local history work contributes to their social and spiritual development, the formation of intellectual potential of Ukraine. The classes in out-of-school educational institutions aim at expanding pupils' knowledge, their personal growing, and developing human values, forming citizen-patriots of the independent democratic European country, who are pride of their nation and respect other nationalities.

Therefore, education of patriotism of children and youth in out-of-school educational institutions logically relate to the following components: the identity of the pupil as an active subject, educational objectives, content of education, a model of the educational process as a set of interrelated algorithms of the teacher's educational activities and a person's morally tested algorithms of behavior, actions and activities that in result characterize the formation of patriotic feelings, and in general the degree of expression of patriotism [6, p. 102].

To summarize, modern psychological and pedagogical research has refreshed the issues of updating educational and methodical support of out-of-school education in order to develop patriotic orientations of pupils. The author's educational program enables practical implementation of the defined pedagogical conditions, which provides an effective solution to the problem of formation of patriotic values of pupils of groups of humanitarian direction in out-of-school educational institutions. This study does not cover all aspects of the problem, which requires further research.

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### **Формування патріотичних цінностей вихованців у гуртках гуманітарного напрямку позашкільних навчальних закладів**

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*У статті розкрито проблему оновлення програмно-методичного забезпечення позашкільної освіти з метою формування патріотичних цінностей вихованців. Проаналізовано, що виховання патріотичних цінностей дітей та учнівської молоді – це комплексна, системна і цілеспрямована діяльність органів державної влади, громадських організацій, сім'ї, школи, інших соціальних інститутів. Наголошено, що ефективним засобом реалізації цього завдання є країнознавство як спеціальна галузь науки, що інтегрує знання з різних дисциплін. Представлено авторську навчальну програму, що складається з п'яти основних блоків, які забезпечують ефективне вирішення проблеми формування патріотичних цінностей вихованців у гуртках гуманітарного напрямку позашкільних навчальних закладів. Програма побудована на принципах національної спрямованості, самоактивності й саморегуляції, полікультурності, соціальної відповідності, принципах історичної і соціальної пам'яті, міжпоколінної наступності. Означена програма сприяє формуванню активної громадянської позиції, емоційно-ціннісного ставлення особистості до Батьківщини як рівноправного партнера інших європейських країн.*

**Ключові слова:** цінність, патріотизм, патріотичні цінності, гуртки, гуманітарний напрям, позашкільний навчальний заклад.

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## Формирование патриотических ценностей воспитанников в кружках гуманитарного направления внешкольных учебных учреждений

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*В статье раскрывается проблема обновления программно-методического обеспечения внешкольного образования с целью формирования патриотических ценностей воспитанников. Отмечено, что эффективным средством реализации этой задачи является страноведение как специальная отрасль науки, которая интегрирует знания по различным дисциплинам. Приводится авторская учебная программа, состоящая из пяти основных блоков, которые обеспечивают эффективное решение проблемы формирования патриотических ценностей воспитанников в кружках гуманитарного направления внешкольных учебных учреждений.*

**Ключевые слова:** *ценность, патриотизм, патриотические ценности, кружки, гуманитарное направление, внешкольное учебное учреждение.*

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## **ФОРМУВАННЯ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОГО СЕРЕДОВИЩА ЗАГАЛЬНООСВІТНЬОГО НАВЧАЛЬНОГО ЗАКЛАДУ: ТЕОРЕТИЧНИЙ АСПЕКТ**

*У статті розкрито теоретичний аспект формування здоров'язбережувального середовища загальноосвітнього навчального закладу, а також охарактеризовано його трикомпонентну структуру, що складається з матеріально-технічного, змістово-технологічного, соціального компонентів, поєднання яких сприяє формуванню в учнів ціннісного ставлення до власного здоров'я та забезпечує готовність до ведення здорового способу життя.*

**Ключові слова:** здоров'язбережувальне середовище, загальноосвітній навчальний заклад, учні, методологічні підходи, трикомпонентна структура, освітнє середовище.

Одним із основних завдань Національної стратегії розвитку освіти в Україні на період до 2021 року є створення безпечного освітнього середовища, що забезпечує компетентнісний підхід до формування усіх складників здоров'я як учнів, так і педагогів.

Науковці доводять, що на сьогодні розуміння педагогами сутності стратегії формування здоров'язбережувального середовища сучасного загальноосвітнього закладу обмежується лише проведенням деяких оздоровчих заходів, які здебільшого не є ефективними та не вирішують питання психологічного комфорту учнів, а також не сприяють збереженню здоров'я вчителів [2; 17, с. 6].

Однак така діяльність вимагає врахування педагогами певних умов, серед яких визначають:

- пріоритет (визнання педагогічним колективом важливості проблеми, пов'язаної зі збереженням та зміцненням здоров'я як учнів, так і учителів);