

# Realization of Personal Values of Students as a Predictor of Patriotism

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**Abstract** – The article studies the correlation of personal values of students and the possibility of their realization in the modern conditions of the country as a predictor of patriotism formation. The analysis of scientific literature on the problem of patriotism and the analysis of Russian research studies devoted to the study of value orientations and patriotism are presented. The methods of "Subjective Assessment of the Basic Values Feasibility (SABVF)" "Methodology of Color Metaphors" are used.

**Keywords** – *patriotism, patriotic values, value orientations, students, moral and patriotic education*

## I. INTRODUCTION

The problem of patriotic education of young people in modern Russia is comprehensively described today among scientists. The reference to this topic by scientists in various fields of knowledge is explained by the focus of state policy on patriotic education of citizens, as well as policy towards young people, where civil education and patriotic education are put forward as one of the priorities [1, 2]. This document also proposes ways to achieve this goal, to stimulate interest in the historical past, active work in various youth movements, and promotion of values of patriotism. In practice, this basically boils down to the use of ideological propaganda of both past and present successes of Russia in the global geopolitical stage, appealing to the basic needs of an individual in security and a sense of pride for their country.

In this regard, an appeal to the term "patriotism" has become popular. The concept of "patriotism" is interpreted quite variously, which is explained by the complexity of this phenomenon and the variety of forms of its manifestation. In the dictionary of V. Dahl, "patriotism" is defined as "the purpose and result of education of youth, i.e. "the manifestation of love for the Motherland" [3]. F. A. Brockhaus and I. A. Efron in the Encyclopedic dictionary give the following definition: "Patriotism is the love for the Fatherland, arising from the solidarity of the interests of the citizens of the state or members of the nation" [4]. In the literature, "patriotism" is associated with the love for the Fatherland (K.D. Ushinsky), "belonging" to the Fatherland (V.G. Belinsky), obedience to governments (L.N. Tolstoy), love for the nation (V.S. Solovyov).

Analyzing the development of the concept "patriotism" in the Russian academic thought, A. D. Kharnyshev shows the presence of various "shades" of patriotism from

"motherlandphilia" to "motherlandphobia". He identifies the following levels of patriotism:

a) militant patriotism, when the corresponding feelings were directed to the defense of the Motherland, to the victory over its enemy;

b) pathos patriotism: feelings of love for the Fatherland are directed on strengthening pride for its traditions and affairs, on strengthening of civil identity (for instance, Patriotic influence of celebration of the 70th anniversary of the Victory Day);

c) everyday (ordinary) patriotism — admiration for native places and their inhabitants is manifested in simple feelings and judgments, which makes the phenomenon as a whole very vital and stable.

d) there may be elements of pseudo-patriotism in the daily practice of peoples' life. They arise in cases when the words of love for the Motherland are not real actions, but, on the contrary, the willingness to act contrary to its interests is hidden [5].

Most often patriotism is associated with a willingness to defend the Fatherland, self-realization for the benefit of the Fatherland [6]. In socio-psychological terms, the content of the term "patriotism" is considered in the structure of civil identity, first of all, the normal identity of an individual, which is revealed through "a positive image of people, a favorable attitude to culture, history does not pass into favoritism, and quite tolerant attitudes towards other peoples, understanding their contribution to history and willingness to communicate with them" [7]. In this interpretation, "patriotism" is associated, on the one hand, with a positive assessment of its people, which obviously does not exclude its critical understanding, on the other hand, does not allow the disparagement of representatives of other nationalities, when the differences between representatives of their own and other nationalities are not evaluated as an insurmountable barrier to interaction.

The correlation of patriotism with national identity trends has often been viewed in a negative way. A. Einstein argued that patriotism hinders the development of international relations. He wrote, "that the main obstacle to the international order is a monstrously inflated spirit of nationalism which is inherently associated with the idea of patriotism – it is fine, but often misunderstood. Over the past century and a half, this idol has acquired a nefarious and increasingly disastrous connection

everywhere." [8, p. 121]. But in such assessments we should take into account the experience of recent years. For example, let us take the problem of contacts between nations. For many years since perestroika, the development of international relations was carried out on a "slant", which caused crises of national identity and pride in their homeland. This caused other distortions. In particular, it was believed that such a characteristic as love for their land – patriotism, often acts as a barrier to effective international contacts. Patriotism was a kind of opposition of people to each other.

Thus, when it comes to patriotism, it is always necessary to clarify that the pride and positive assessment of representatives of nationality should be more based on intra-group comparison, on a critical assessment of nation, state, acceptance and negative emotional experiences. This approach to understanding such a complex phenomenon as patriotism allows solving another difficult task of the separation of it from the concept of "nationalism". The term "nationalism" was borrowed from the French language, but in its functioning in our country, it has undergone a certain semantic transformation, gaining a mostly negative connotation. For the majority of Russian-speaking people, nationalism is a system of views, feelings and behavior, the essence of which is the assertion of national exclusivity, national isolation and self-sufficiency, combined with the belittling or even ignoring the dignity of other peoples outside Russia. Thus, the concept "nationalism" is mainly based on a non-critical positive assessment of your own nation as superior in comparison with others. Extreme forms of nationalism in political science and practice are called chauvinism.

Nowadays, great attention is paid to the study of value orientations of young people [9-20]. The results of these studies indicate the dominance of individualistic, personal values over social ones and those of high importance of self-development, material well-being, and economic benefits [11, 12, 15, 17, 18]. Based on the position of A. Zhuravlev and A. Yurevich, who believe that one of the most important components of patriotism is the willingness to sacrifice personal interests to the public, it can be concluded that the values associated with patriotism are unlikely to be significant for modern youth [9]. This position is supported by the study results on the relationship of personal values and values of patriotism, which reveals the tendency of patriotic youth to focus on social values, and unpatriotic youth on individualistic and material well-being values. The authors come to the conclusion that the most enterprising, active part of the youth is unpatriotic [14]. A similar conclusion is drawn by the author of another study, on the results of which it is concluded that the presence of economic and social problems in the country have a negative impact on the formation of patriotic values [21].

A.D. Karnyshev, analyzing the patriotism from the point of view of economic personal and public aspects, concludes that patriotism as a manifestation of individual consciousness reflects the balance of interests of an individual and state [22]. It is impossible to disagree with the author's opinion that the opportunity to realize economic interests, first of all, the presence of property, will always encourage a person to defend homeland, nation and their interests. Thus, according to the authors, "common" patriotism is a manifestation of critical

understanding of the interests, values of the nation, the state and its authorities, their relationship with their own interests.

## II. MATERIALS AND METHODS

Based on economic and psychological interpretations of patriotism, marked by A.D. Karnyshev [22], the authors conducted a study in two universities in Novosibirsk. The sample consisted of students of two courses of Humanities of Novosibirsk State Medical University, future specialists of social work and students of the Faculty of Humanities of Novosibirsk State Technical University, studying in the direction of "Linguistics". A total of 56 students aged 17 to 21 years took part in the study. The authors conducted a study of the significance of values, as well as assessing the possibility to implement them in the modern conditions of the country using the method of color metaphors [9, 24] and the method of "Subjective assessment of the basic values feasibility (SABVF)" [25]. For this purpose, the authors modified the instruction of the SABVF methodology and proposed to evaluate the list of 20 values on an 8-point scale in terms of their personal significance. Further, the respondents were asked to evaluate the same list of values in terms of the ability to implement it in Russia. After that, respondents were asked to identify each basic value with a color, 8 standard colors were used, corresponding to the Lüscher tests, and then to arrange the colors in order of attractiveness. In addition to 20 values from the SABVF methodology, the list included the concepts of emotional experiences (joy, love, trust, hope, affection, sadness, indifference, doubt, hopelessness, threat), as well as the concepts of "homeland, Russia, my land, my hometown (village), capital, Novosibirsk, patriotism, Russian".

## III. RESULTS

As a result, the authors received a subjective assessment of student ability to implement significant values for them at the moment (Table I). From the list of the most significant values, only the value of "having a prosperous family" ( $7.11 \pm 1.08$  points), according to respondents, can be realized in the conditions of Russia. At the same time, other significant values such as "to achieve the desired goal" ( $7.42 \pm 2.72$  points), "to live a full life" ( $6.94 \pm 2.72$  points), "to be financially secure" ( $6.72 \pm 2.56$  points), and "to feel safe" ( $6.58 \pm 2.36$  points), are difficult for students to realize. At the same time, according to the method of color metaphors, the value of "having a happy family" and the concept of "hope" are characterized by a similar emotional attitude to them ( $5.86$ ;  $5.75$  points). The value of "feeling safe" and the concept of "affection" ( $5.25$  and  $5.22$  points) are even closer in terms of emotional attitude.

According to the students, the values "to be loved and love" ( $6.44 \pm 0.17$  points), "to become unique and original" ( $5.03 \pm 0.17$  points), "to become famous and popular" ( $4.06 \pm 0.19$  points), "to be an example for others" ( $4.58 \pm 0.39$  points), "to know everything" ( $4.22 \pm 0.44$  points) and "to have power" ( $3.72 \pm 0.44$  points) can be realized in modern conditions of our country. However, the subjective assessment of the significance of these values, in addition to the value of "be loved and love", is low. Values "to be an example for others", "to know everything" and "to have power" are characterized by quite similar emotional

attitude to them (5.17; 4.67; 4.56; 4.53; 4.50 points respectively).

TABLE I. SUBJECTIVE ASSESSMENT OF VALUE SIGNIFICANCE (IN POINTS) AND STANDARD DEVIATION OF VALUES FEASIBILITY ASSESSMENT IN MODERN CONDITIONS OF THE COUNTRY (N=36)

Scales	Relative Value	Deviation Degree
To achieve the desired goal	7.42	1.92
To have a successful family	7.11	0.77
To live the fullest life	Of 6.94	1.92
To be financially secure	6.72	1.81
To feel safe	Of 6.58	1.67
To achieve success in your career	6.53	1.43
To have a good job	Of 6.47	1.53
To love and be loved	6.44	0.12
To achieve success in your career	6.39	1.30
To be fair	5.92	0.88
To find the meaning of your life	5.92	0.77
To be respected	5.89	0.71
To assert yourself in life	Of 5.81	0.71
To become free	5.75	1.22
To become unique and original	5.03	0.12
To be healthy	4.58	1.81
To be an example for others	4.58	0.27
To know everything	4.22	0.31
To become famous and popular	4.06	0.14
To have power	3.72	0.31

TABLE II. EVALUATION OF PERSONAL VALUES BY THE METHOD OF SABVF AND THE METHOD OF COLOR METAPHORS

Values	Grades of testing according to the method of SABVF	Testing Grades by the method of color metaphors
To love and be loved	1	8
To be healthy	2	17
To find the meaning of your life	3	11
To have a successful family	4	2
To live the fullest life	5	3
To assert yourself in life	6	13
To have a good job	7	7
To achieve success in your career	8	6
To become free	9	14
To achieve the desired goal	10	1
To be fair	11	10
To be respected	12	12
To feel safe	13	5
To achieve success in your career	14	9
To become unique and original	15	15
To be financially secure	16	4
To become famous and popular	17	19
To be an example for others	18	17
To know everything	19	18
To have power	20	20

As a result of the values ranking according to the degree of attractiveness of color, the authors obtained the following results (Table II). Comparing the data of the two methods by calculating the r-Spearman rank correlation coefficient, they concluded that the correlation between the cognitive and affective components of the value assessment was statistically

significant ( $r_s=0.9$ ;  $p<0.01$ ). The main difference was in the values of "being healthy" and "being financially secure".

The most associated in the emotional evaluation of patriotic concepts were the concepts of "patriotism" and "my hometown (village)" (4.86; 4.88 points), as well as "Russia" and "Novosibirsk" (4.56; 4.50 points). It was noteworthy that the respondents were much more closely related to the concepts of "Novosibirsk" and "Russia" than "Russia" and "capital" (4.50; 3.83 points). The concept of "my hometown "village" and "homeland" was also more difficult to relate to (4.78; 4.33). Negative experiences were quite isolated from all values and concepts. In addition, none of the significant values were closely related to patriotic concepts. The city of Novosibirsk and Russia for many students were characterized by an emotionally similar attitude with the least significant values "to be an example for others", "to know everything" and "to have power" (4.56; 4.56; 5.53; 4.50 points).

#### IV. DISCUSSION

The results are consistent with previous studies on the problem of student personal and patriotic value orientations as well as supplement them with new findings.

First, the structure of value orientations of modern youth is dominated by individualistic values; social values occupy insignificant positions [11, 15, 17, 18, 26].

Secondly, modern student youth sees an opportunity to realize the most significant personal values for them in the conditions of the country [17].

The study showed that the affective and cognitive components of the respondent assessment of values coincide; the difference is only in the values of "being healthy" and "being financially secure". Due to their age, youth, the respondents do not attach much importance to the value of "being healthy". However, the desire for material security in a limited capacity to achieve it is frustrating.

As for the concept of "patriotism", it is obvious that, first of all, it is connected with love for native city (village), i.e. the place where a person was born and grew up, rather than with the country. The fact that Novosibirsk is not a hometown for all the respondents is also reflected in our study, it is not closely related to the concept of "hometown". However, according to respondents, Russia and Novosibirsk can be an example for others to be able to influence events and gain knowledge. The concepts of "homeland", "Russian", "capital" are not closely related to patriotism, perhaps this is due to the fact that in the post-Soviet period, these concepts not only became blurred, but also acquired a negative meaning. Another factor that explains it is the presence of a new trend in social networks – the desire to emphasize their negative orientation towards Russia and citizenship in it. Moreover, such trends are observed to a greater extent among young people living in the capital and large cities, and not in the provincial regions. Opponents of such positions (both in the large cities and in the provinces) are often afraid to express their own opinion, even being in the majority.

The values of creative self-realization and self-development, influencing the life of the country are evaluated

as maximum realization. The authors believe that these opportunities are given today by Internet technology: with its help, some people effortlessly become known and are an example to follow, the Internet for young people has become the main source of knowledge, and it allows launching a broad social movement. At the same time, it is interesting that the opportunity to influence life in the country is of low importance for students ("the values of having power" is the least significant). This characterizes young people as passive citizens who are not focused on active participation in the life of the country even to achieve their goals.

## V. CONCLUSION

Thus, in the environment where the state is interested in educating young people who are interested and actively involved in the positive transformation of the country, the authors see that modern young people are more focused on personal, individualistic values, which, in their opinion, can not be realized in the modern conditions of Russia. In practical terms, there is a need to take into account the interests and positions of young people in the development of technologies of moral and patriotic education. Namely, the technologies of moral and patriotic education should be aimed not so much at the transformation of values in the direction of non-critical perception of the nation, the country, its idealization and the formation of super-attachment, but at the education of active, creative citizens who are able to think critically and assess the situation, as well as ready to use their own efforts, abilities, knowledge, creativity for the positive transformation of the country.

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