

# Patriotic Education as an Important Element in the Value-Semantic Competence Formation of Junior Schoolchildren

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**Abstract**—The article examines patriotic education as a factor in the formation of value-semantic competence of junior schoolchildren. It is based on the analysis of scientific psychological and pedagogical literature, as well as modern school practice. The authors propose ways to solve the problem of the formation of value-semantic competence in the system of education in elementary school. In it patriotic education most of all orients the personality of a younger student towards the development of personal and social value orientations of students' humanistic ideals of peace, goodness, justice. Patriotic events aimed to form value-semantic competence provide dynamic changes in the performance of primary schoolchildren. They rely on interest in the process of acquiring knowledge. Being based on the formation of a respectful attitude towards a different opinion, history and culture of other peoples it leads to the perception of awareness of their ethnic and national identity. All in all it forms the values of a multinational Russian society. Based on the analysis of the main approaches, the author determines their conjugation in the basis of characteristics-indicators, the achievement of which contributes to motivation for acquiring knowledge, in general. For the scientific

substantiation of the solution of the research problem, the article shows a pedagogical experiment in primary school. It became the starting point for conducting patriotic events that contribute improvement of younger schoolchildren.

**Keywords**—value-semantic competence, patriotic education, junior schoolchildren, formation factor

## I. INTRODUCTION

The patriotic upbringing of a modern primary school student is updated in the program documents of the educational policy of the Russian Federation, in particular, in the Federal State Educational Standard of Primary General Education. It specifies the problem of achieving personal results for each student in mastering the basic educational program of primary general education and upbringing of an individual.

Confirmation of the state importance of patriotic upbringing is the Law on Education of the Russian Federation,

which emphasizes the upbringing of students as “not only literate, but also a cultural member of society who cares about the historical heritage, natural resources and social values”[1]. In this context, the words of the President of the Russian Federation V.V. Putin in the program article “Russia - the national question” that the mission of education is “to give everyone that absolutely obligatory volume of humanitarian knowledge, which forms the basis of self-identity”[2].

The problem stated in the article is international and might be of great interest to all scholars working on this problem.

## II. PROBLEM STATEMENT

An analysis of modern Russian and foreign studies on this topic indicates that the problem of the formation of value-semantic competence in the process of patriotic education is an urgent problem for a number of scientists in different periods of history. A. G. Goleva, I. A. Dyrina, H. A. Ivanova, Sh. I. Ismailova, Yu. I. Babansky, V. A. Bolotov, L. R. Bolotina, V. A. Gruzinskaya, V. I. Kufayev, O. M. Lobov, L. I. Mishchenko, M. M. Sazonov and others considered the problem of patriotic education as a part of the components of personal education[3] [4]. Thus, the problems of value-semantic competence were considered in the works of L. A. Borisova, M. V. Golovko, I. Gilmanshina, I. A. Gis, M. V. Galskova, I. V. Dolinger, I. A. Zimnyaya, A. R. Kamasina, N. V. Lebedkova, O. M. Morozova, A. E. Rakhimova, Z. N. Safina, G. I. Sungatullina, A. I. Tarkova, M. F. Tifanova, I. V. Chaplygina, V. Khutmakher, A. V. Khutorsky [5] [6] [7]. However, it should be noted that the problem of the formation of value-semantic competence in the process of patriotic education does not have enough theoretical and methodological development in the modern school.

The above allows us to single out the research problem: is it theoretically and practically enough that the modern primary school, in cooperation with parents of younger schoolchildren. It is proficient in the technologies of patriotic education, considering it as an effective factor and tool for the formation of value-semantic competence of younger schoolchildren for joint planned activities of the school staff and family.

The introduction of the Federal State Standard for General Primary Education into the general education system has designated the competence-based approach as a technological basis for education in the aggregate of teaching and children upbringing. Here the role of a comfortable upbringing educational environment is actualized, the patriotic orientation of which contributes to the development and appropriation by students those values that form an active and thinking person who is able to choose an educational trajectory, filling it with life meaning [8] [9].

Value-semantic competence, being a pedagogical phenomenon, is considered from the standpoint of philosophy, psychology and pedagogy. Thus, the ancient Greek philosophers (Plato, Aristotle) saw virtue in true value; German philosophers (R. Lotze, P. Mentzer, I. G. Fichte) considered everything that makes sense and what one should strive for, that is, life - in all this [10]. Of particular interest is the philosophical approach of G. Rickert, who believed that “values do not represent reality, either physical or mental.

Their essence lies in their significance, and not in their factuality”[11]. Thus, the significance of the value is determined from the point of view of its semantic characteristics[12].

Thus, the subject of this study is focused on identifying and scientifically substantiating the conjugation and mutual conditioning of the patriotic upbringing of younger schoolchildren and the formation of their value-semantic competence in a single problem field.

## III. PURPOSE OF THE STUDY

The purpose of this study is to scientifically substantiate the technological support of the process of interaction between school and family in the formation of the value-semantic competence of younger students. Taking into account an important factor - patriotic education as a tool for the formation of the value-semantic competence of younger students, the dominant components are ideological and personally significant qualities.

From this comes the solution of educational tasks in the unity of teaching and upbringing, directing the student's personality to the development of personally and socially significant value attitudes [13], relationships, methods of decision-making on the basis of a developed emotional-volitional sphere.

## IV. RESEARCH METHODS

To solve the problem, the following methods were used:

- theoretical analysis of socio-cultural, patriotic, psychological and pedagogical, socio-pedagogical, methodological literature on the problem under study;
- study and analysis of advanced pedagogical experience in the system of patriotic education of the younger generation;
- sociological and pedagogical measurements: observations, questioning, interviewing, diagnosing, interviewing, introspection, self-esteem,
- sociometric methods, analysis of pedagogical activity in patriotic education,
- diagnostic conversations, discussions;
- methods of collecting empirical information, testing, statistical analysis of research results, tabular interpretation of the data obtained, qualitative analysis of experimental work.

The solution to the problem of the formation of value-semantic competence of students is based on the following approaches: axiological, which determines the key values for younger students; competence-based as a determinant of the characteristic features of the basic concept of “value-semantic competence”. Based on these approaches, it became possible to consider the research problem from the point of view of the value attitudes of the personality of students, their meaning-forming principles.

## V. RESULTS AND DISCUSSION

To achieve the goal of our research, we conducted a survey of the parents of primary school students of the Secondary School No. 22 in Cheboksary, Chuvash Republic. The survey was compiled taking into account the understanding of the mechanism of the formation of value-semantic competence through the motivational, cognitive and activity components of the patriotic education of younger students.

Taking into account the peculiarities of the diagnostic study of the level of theoretical and practical awareness in the issue of patriotic education as a tool for the formation of value-semantic competence of younger students, parents were asked to answer the following questions of the questionnaire:

1. What is patriotic education?
  - the feeling of love for the Motherland;
  - fostering respect for the older generation;
  - fostering respect for the traditions and customs of their people;
  - knowledge of the history of your country;
  - knowledge of the history of famous people of your country;
  - other.
2. Do you consider patriotic education one of the most important tasks of the family, school and society?
  - yes/no.
3. Are you worried about the current state of value-semantic competence of your children?
  - yes/no.
4. Would you like to strengthen your efforts in your child's patriotic education?
  - yes/no.
5. Would you like yourself or are you ready to make the school (a class teacher and teaching staff) responsible for the patriotic education of schoolchildren in your class?
  - I would like to foster patriotism myself;
  - I completely trust the school in terms of patriotic education.

The study involved 316 parents of primary school students. The results of surveys of parents of the Secondary School No. 22 in Cheboksary showed that 89% of respondents consider patriotic education one of the most important tasks of the family, school and society at the present stage. 67% of all respondents are concerned about the current state of upbringing of their children and would like to strengthen efforts to educate a patriotically integral personality of a junior schoolchild. 94% are confident in the actions of the school for patriotic education and are ready to fully rely on the class teacher and the teaching staff in this aspect.

Based on this, we have identified the basic principles of the patriotic education of younger students that work at the present stage within the school:

1. Fostering love for your family as a small homeland. An appeal to the heroes of the family in order to identify patriotic actions that could serve as an example of the upbringing of one of the most important values - patriotism. Here, joint parenting meetings, class hours, drawing up a family tree, presentations, writing essays, evenings for the memory of generations, meetings with interesting people, etc. can be envisaged. Pedagogical skills, teacher skill, parental involvement and assistance play a great role in this process. Here it is important to develop in a child, as noted by the humanist teacher V. V. Zenkovsky, "the forces of good, ensuring the connection between good and freedom should be the goal of education" [14, p. 127].

2. Making acquaintance with the great people of Chuvashia, who made a huge contribution to the development of the region. Patriotic education through a sense of community with great people who lived nearby can also be used [15]. At this stage of upbringing, various forms of school and out-of-school activities are acceptable [16], including outdoor events, visits to museums and exhibitions, and interactive activities. Of particular importance is the attitude, interaction within the team of students and parents, the unity of which is of great importance for the patriotic education of younger students.

3. It is important to develop a sense of patriotism and love for your state, for your great country. This includes visiting exhibitions, excursions to places of military glory, meeting interesting people, talking about what you read, participating in conferences and disputes, etc. It is not the event that is important, but the attitude towards it [17]. Of great importance is the interest of parents, students and teachers, who, possessing special skill, could direct the process of patriotic education in the right direction, evoking positive emotions and impressions in children from the activities carried out to achieve the set goals.

## VI. CONCLUSION

The study showed that patriotic education, which is based on the planned activities of the school team and family, is aimed at the formation and improvement of the system of views, moral attitudes and general cultural values of younger students. In turn, the value-semantic competence of junior schoolchildren, reflecting the orientation of an individual towards humanism, the possession and adherence to moral norms, corresponds to the criteria of patriotic education [18]. This creates both phenomenological and procedural conjugation of two educational systems - patriotic education and the formation of value and semantic competence [19].

Solving the problem of the formation of value-semantic competence in junior schoolchildren on the basis of patriotic education, which is considered as an effective factor in the effectiveness of this process, allows us to consider it from the point of view of the requirements of the Federal State Educational Standard of general primary education, which defines the education of students as a "cultural member of

society, which takes good care of the historical heritage, ... and social values”[1] [20].

This provision determines the target guidelines, content, spiritual and moral characteristics of the value-semantic competence of junior schoolchildren, in the process of the formation of which the formation of the personality, its intellectual and spiritual development occurs.

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