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Pedagogical conditions of effective patriotic education of cadets in the educational and cultural environment of a military higher education institution

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Abstract

The article explores the theoretical and practical aspects of creating pedagogical conditions for effective patriotic education of cadets in the educational and cultural environment of a military institution of higher education. Modern scientific approaches to understanding the essence of patriotic education in military education and the features of its implementation in the conditions of the Russian-Ukrainian war are analyzed. A system of pedagogical conditions that ensure the effectiveness of patriotic education of future officers is defined and substantiated: integration of the national-patriotic component into the content of military-professional training; creation of a holistic patriotic educational space; introduction of practice-oriented forms of patriotic education; ensuring systematic interaction with military units and public organizations; use of innovative technologies of patriotic education; activation of scientific and research activities of cadets on military-patriotic issues. The mechanisms for implementing each of the identified conditions and their impact on the formation of patriotic consciousness of future officers are revealed.

Keywords: patriotic education, cadets, pedagogical conditions, educational and cultural environment, military institution of higher education, military-professional training, national consciousness, patriotism

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Педагогічні умови ефективного патріотичного виховання курсантів в освітньо-культурному середовищі військового закладу вищої освіти

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Анотація

У статті досліджено теоретичні та практичні аспекти створення педагогічних умов ефективного патріотичного виховання курсантів в освітньо-культурному середовищі військового закладу вищої освіти. Проаналізовано сучасні наукові підходи до розуміння сутності патріотичного виховання у військовій освіті та особливості його реалізації в умовах російсько-української війни. Визначено та обгрунтовано систему педагогічних умов, що забезпечують результативність патріотичного виховання майбутніх офіцерів: інтеграцію національно-патріотичного компонента у зміст військово-професійної підготовки; створення цілісного патріотичного виховного простору; впровадження практико-орієнтованих форм патріотичного виховання; забезпечення системної взаємодії з військовими частинами та громадськими організаціями; використання інноваційних технологій патріотичного виховання; активізацію науково-дослідницької діяльності курсантів з військово-патріотичної проблематики. Розкрито механізми реалізації кожної з визначених умов та їх вплив на формування патріотичної свідомості майбутніх офіцерів.

Ключові слова: патріотичне виховання, курсанти, педагогічні умови, освітньо-культурне середовище, військовий заклад вищої освіти, військово-професійна підготовка, національна свідомість, патріотизм

Statement of the problem. In the context of Russian aggression against Ukraine, the problem of patriotic education of young people, especially future officers, is becoming particularly acute, since it is the Armed Forces of Ukraine that is entrusted with the sacred mission of protecting the sovereignty, territorial integrity, and inviolability of our state. Given this, military institutions of higher education must not only ensure that cadets are provided with the necessary professional knowledge and skills, but first of all, form high patriotic qualities, strong value orientations, and stable moral convictions. At the same time, an analysis of educational practice shows that patriotic education of cadets is carried out mainly unsystematically, episodically, without due consideration of the specifics of the educational and cultural environment of military universities. Therefore, there is an urgent need to substantiate

and develop a system of pedagogical conditions that should ensure the effectiveness of these processes.

Analysis of recent research and publications. Theoretical and methodological foundations of patriotic education were developed by I. Bekh, O. Vyshnevsky, V. Sukhomlynsky, K. Chorna and others. Analysis of modern scientific literature shows that the problem of patriotic education remains relevant and is covered in the works of scientists A. Afanasiev, A. Bogulsky, O. Gontar, S. Grechko, V. Reshetnyak, V. Ryashko, V. Sergienko, V. Sereda, M. Stelmakhovich, O. Styopina, N. Shapovalova and others.

Over the past decade, a number of dissertation studies on the problems of patriotic education have been completed, the authors of which are O. Abramchuk, O. Akimova, O. Zharovska, G. Koval, A. Maksyutov, V. Miroshnychenko, S. Motyka, V. Odarchenko, O. Pashkova, I. Sereda and others. However, at this stage, the problem of patriotic

education in military educational institutions using the example of teaching vocational training disciplines remains only partially covered; it has not been the object of special scientific research to determine the educational potential of academic disciplines and requires greater attention.

The purpose of the article is to theoretically substantiate the pedagogical conditions for effective patriotic education of cadets in the educational and cultural environment of a military institution of higher education.

Summary of the main material. Modern Ukrainian scholars adhere to the generalized opinion: “If the ultimate goal of a nation is to build its own state – its state self-determination – then the main goal of education is to develop in the younger generation a state outlook and state feeling – that higher level of patriotism, which is based on state ideology and is associated with the concept of citizenship” (Ilchuk, 2016).

In the Great Explanatory Dictionary of the Modern Ukrainian Language, the concept of “patriotism” is defined as “love for the Motherland, devotion to it and its people, readiness to come to its defense,” and “a patriot is someone who loves his homeland, is devoted to his people, is ready for sacrifices and feats for their sake” (*Velykyi Tlumachnyi Slovyk Suchasnoi Ukrainskoi Movy* (2005), n.d.).

In the context of professional training of future officers, patriotic education is of particular importance as a fundamental component of the formation of the personality of a military leader. According to Krotyuk (2020), patriotism is a complex characteristic that combines ideological, moral, and emotional components, ensuring the consolidation of society and directing the activities of citizens to the development of the state and ensuring the well-being of its population. For military personnel, especially officers, patriotism is of particular importance, since protecting the interests of the Ukrainian people is their constitutional duty (Krotyuk, 2020). In the military environment, patriotism is not just a moral quality but a professional competence that determines the effectiveness of performing official duties.

The implementation of patriotic education of cadets takes place in a specific educational environment of a military institution of higher education. Modern pedagogical science considers the educational environment as a multidimensional

pedagogical phenomenon, which, through the creation of appropriate conditions and the implementation of innovative approaches, ensures educational results. In relation to higher education, this concept encompasses a complex of spiritual and material conditions that contribute to the self-development of the individual student and the realization of his creative potential (Petruk, 2022).

Zharovska (2015) suggests considering the educational environment of higher education institutions as a component of a broader system of socio-cultural environment, which includes specially organized pedagogical conditions for the development of the personality. The researcher identifies three interconnected levels of this structure (Zharovska, 2015):

- global (worldwide trends in the development of culture and education);
- regional (educational policy, cultural features, education system of a certain region);
- local (specific educational institution, immediate environment, family environment).

In the context of military education, such a multi-level structure acquires special significance since it must take into account the specifics of military-professional training and its patriotic component.

Military-professional training is a defining element of the educational environment of a military university, and its organization is regulated by a number of regulatory documents: the 2017 Decision of the Board of the Ministry of Defense of Ukraine on improving military education (*Pro Vvedennia V Diiu Rishennia Kolehii Ministerstva Oborony Ukrainy Vid 23.05.2017 No298., n.d.*), the Policy of the Ministry of Defense of Ukraine in the field of military education (*Polityka Ministerstva Oborony Ukrainy U Sferi Viiskovoi Osvity Vid 15.12.2021, n.d.*), the Concept of transforming the military education system according to NATO standards (*Pro Naukovu I Naukovo-tekhnicnu Diialnist, n.d.*), and the Regulation on the peculiarities of organizing the educational process in military educational institutions (*Pro Zatverdzhennia Polozhennia Pro Osoblyvosti Orhanizatsii Osvitnoho Protsesu U Vyshchykh Viiskovykh Navchalnykh Zakladakh Ministerstva Oborony Ukrainy, Viiskovykh Navchalnykh Pidrozdilakh Zakladiv Vyshchoi Osvity, Zakladakh Fakhovoi Peredvyshchoi Viiskovoi Osvity, n.d.*). However, the main attention in this context is

focused on the formation of military-special knowledge and practical skills of cadets; it is important to take into account the powerful educational potential of this training, especially in the context of patriotic education.

Legislatively, patriotic education in the education system is provided by the Laws of Ukraine "On Education" (*Pro Osvitu, n.d.*) and "On Higher Education" (*Pro Vyshchu Osvitu, n.d.*), which define the education of patriotism, respect for cultural values, and the historical and cultural heritage of the Ukrainian people as one of the priorities of the state educational policy. A special role in this process belongs to scientific and pedagogical workers, who must demonstrate patriotism by their own example, which is especially important in the conditions of a military educational institution.

When organizing patriotic education in higher educational institutions, it is important to take into account the regional specifics of Ukraine. As M. Burdin notes, historically formed regional-political and cultural differences and ambiguous perceptions of historical events create certain challenges for educational work. However, it is patriotism and civic position that should act as unifying factors for Ukrainian society, ensuring the realization of the centuries-old desire for independence and unity (Burdin, 2017).

Investigating the principles of patriotism formation, O. Shynkaruk emphasizes the priority of compliance with the national interests of Ukraine, preservation of spiritual, national-historical principles, values, and traditions of the Ukrainian people and the Armed Forces of Ukraine (Shynkaruk, 2019). From a psychological point of view, patriotism is considered an important component of a person's personal structure, belonging to the sphere of higher feelings and stable personal characteristics, including values, beliefs, behavioral norms, and criteria for assessing social phenomena. As a complex integral personal formation, patriotism includes the following components, which can be combined into groups (Shynkaruk, 2019):

1. Emotional and value component:

- deep love for the Motherland and selfless service to it;
- unity of personal interests with the interests of the state;

- perception of the Motherland as the highest value in the personal hierarchy;
- patriotic feelings as a manifestation of the highest spiritual essence of a person.

2. Activity-behavioral component:

- active civic position and readiness to defend the interests of the Motherland;
- ability to self-sacrifice for the sake of the state;
- perception of service to the Motherland as the basis of life self-determination;
- priority of public interests over individual ones.

3. Cultural and historical component:

- pride in the cultural achievements of one's people;
- respectful attitude to historical heritage and traditions;
- respect for other peoples and cultures while preserving national identity.

Thus, in the context of the patriotic education of cadets, we define the educational and cultural environment of a military university as a holistic, pedagogically organized system of conditions that ensures the professional and personal development of a future officer. It encompasses educational, developmental, and socializing activities aimed, among other things, at the formation of patriotic consciousness, feelings, and beliefs of cadets. However, the effectiveness of patriotic education in this environment largely depends on the implementation of certain pedagogical conditions. By pedagogical conditions, we mean specially created circumstances that ensure the effectiveness of the educational process.

A comprehensive approach to patriotic education of cadets, developed by the scientist-practitioner M. Burdin, involves the implementation of four interrelated areas (Burdin, 2017):

1. The state direction provides institutional support for the system of heroic-patriotic education at the national level, which creates a regulatory and legal framework and organizational mechanisms for the formation of patriotic consciousness of future officers.

2. The social direction focuses on the assimilation of moral norms and universal human values in the context of national culture. Special attention is paid to the upbringing of respect for the historical heritage, linguistic traditions, and cultural heritage of the Ukrainian people.

3. The military direction combines theoretical training through the study of the military history of Ukraine with practical physical training of future defenders of the Fatherland – this direction is directly related to the professional development of cadets as military specialists.

4. The legal direction is aimed at the formation of a high legal culture and deep legal knowledge, which is especially important for future officers as representatives of the state's security structures.

The success of patriotic education, as the researcher emphasizes, depends on the systematic combination of these areas with the basic principles of national-patriotic education. Such integration ensures a deep assimilation by cadets of both universal and national Ukrainian values (Burdin, 2017).

In the context of military-professional training, patriotic education acquires special importance. One of the priority tasks of military institutions of higher education is to form in cadets a deep sense of love for Ukraine and its people, develop combat qualities, ensure spiritual and psychological readiness for armed defense of the state. An important tool of such education is the study of the history of the Ukrainian army, its combat traditions, familiarization with the exploits of outstanding commanders and heroes, which contributes to the formation of the personality of a patriot-defender, ready to sacrifice himself for the sake of the Motherland (Pashkova, 2019).

Analyzing the pedagogical conditions of patriotic education in a military educational institution, let us turn to the research of S. Motyka. The researcher identifies the main organizational and pedagogical conditions (Motyka, 2019):

1. Creation of an effective educational environment that reveals the patriotic potential of cadets. The implementation of this condition involves:

- use of state information resources to form a positive image of Ukraine as a state and the Armed Forces of Ukraine;
- development of patriotic consciousness based on national ideas and values;
- increasing the prestige of military service and forming a positive image of a serviceman;
- active use of military periodicals and mass media;
- establishment of the state language in the military environment.

The implementation of this condition requires: strengthening the interaction of military educational institutions with civilian organizations; involving experienced servicemen in patriotic and educational work; ensuring the readiness of scientific and pedagogical workers for the patriotic education of cadets; comprehensive application of methods of influencing the intellectual, emotional-volitional and motivational spheres of the cadet's personality; creating conditions for self-improvement of all participants in the educational process.

2. Use of the educational potential of academic disciplines. This condition is implemented through:

- integration of the patriotic component into the content of humanitarian and professionally oriented disciplines;
- formation of historical memory and intergenerational ties;
- highlighting the achievements of compatriots in various fields;
- development of language culture and national traditions;
- in-depth study of the peculiarities of Ukraine in various aspects (geographical, demographic, political, etc.).

3. Content and methodological support of patriotic education, which takes into account:

- development of specialized programs and methods of patriotic education;
- taking into account the specifics of military education and individual psychological characteristics of cadets;
- training of scientific and pedagogical workers to create educational situations of a military-patriotic orientation;
- constant updating and improvement of forms and methods of educational work.

Such a comprehensive approach to the implementation of pedagogical conditions ensures the systematic and effective patriotic education of cadets at a military institution of higher education.

In the formation of patriotic consciousness of future officers, mechanisms of identity and self-identification play a key role. As Krotyuk (2020) notes, this process has a three-level structure (Krotyuk, 2020):

1. Awareness of national specificity – understanding by cadets of the unique characteristics of the Ukrainian nation, with which they identify themselves;

2. Interethnic reflection - understanding the perception of the Ukrainian nation by representatives of other national communities;

3. Integration of the national and universal - awareness of the harmonious combination of national characteristics with universal human values.

In the military-professional context, the self-identification of cadets is determined by a number of key factors (Krotiuk, 2020):

- formation of a professional image of the "I" through interaction with experienced officer instructors, especially those with combat experience;

- development of the value-motivational sphere, which includes life position, ideals and moral guidelines;

- formation of professionally important qualities of the future officer of the Armed Forces of Ukraine in moral-political, professional-combat, psychological and physical aspects.

An important aspect of patriotic education of cadets is reliance on military traditions. A. Afanasyev defines military-patriotic education as a systematic process of influence of commanders, personnel officers, state and public organizations on the consciousness of servicemen, cadets and in general the psychology of the military collective. The purpose of this process is the formation (Afanasyev, 2014):

- respect for the history and traditions of the Armed Forces of Ukraine;

- patriotic feelings and beliefs;

- moral-combat and civic qualities;

- military-professional competencies;

- psychological readiness to defend Ukraine.

Such a comprehensive approach ensures that cadets are prepared to fulfill their constitutional duty to defend the Motherland in any conditions.

In the system of patriotic education of cadets, forms of educational work based on military traditions are of particular importance. They are implemented through collective, group, and individual activities of the command staff and are aimed at achieving specific educational goals. It is important to ensure that the selected forms of education correspond to its purpose and content, as well as consistency with the methods, means, and techniques of pedagogical influence used (Afanasyev, 2014).

Researcher Burdin (2017) emphasizes that the effectiveness of patriotic education is ensured through the systematic integration of its principles and directions - such an approach contributes to the deep assimilation of both universal and national Ukrainian values by cadets. The patriotic component should permeate the entire educational process in a military institution of higher education, covering both classroom and extracurricular work. A special role in the formation of the national-patriotic consciousness of future officers is played by historical and legal disciplines, which reveal the fundamental principles of patriotism, that is, devotion to the Motherland and pride in its cultural and historical achievements (Burdin, 2017).

Based on a theoretical analysis of the problem of patriotic education in military education, as well as taking into account the specifics of the modern educational and cultural environment of military higher educational institutions, we have identified and substantiated six key pedagogical conditions that ensure the effectiveness of the formation of patriotic consciousness of future officers. The identified conditions create a holistic system of educational influences, covering all aspects of the life of cadets - from educational and professional training to extracurricular activities. Each of the conditions has its own specific implementation mechanisms and is aimed at achieving specific educational results in the context of the general goal of patriotic education of future military specialists:

1. Integration of the national-patriotic component into the content of military-professional training takes into account:

- saturation of academic disciplines, especially the humanitarian cycle, with materials about the heroic history of the Ukrainian army;

- focusing on the experience of modern combat operations and examples of heroism of Ukrainian soldiers;

- using the potential of military traditions and rituals in the educational process;

- implementing special courses on military-patriotic topics.

2. Creating a holistic patriotic educational space in military universities through:

- creating an appropriate subject-spatial environment (state symbols, military attributes, thematic expositions);

- organizing the activities of the Museum of Military Glory and thematic expositions;

- holding military-patriotic events of various formats;

- ensuring the unity of educational influences in educational, service and extracurricular activities.

3. Implementation of practice-oriented forms of patriotic education:

- modeling of situations requiring the manifestation of a patriotic position;

- involving cadets in the performance of the duties of junior commanders;

- organizing mentoring of junior courses;

- participation in military-patriotic and volunteer projects.

4. Ensuring systematic interaction with military units and public organizations:

- organizing meetings with participants in hostilities;

- establishing cooperation with veteran organizations;

- involving in volunteer projects to assist the Armed Forces of Ukraine;

- mentoring work with families of fallen soldiers.

5. Implementation of innovative technologies in the process of patriotic education:

- using interactive methods (discussion clubs, historical reconstructions, patriotic quests);

- using multimedia technologies in educational work;

- organizing virtual excursions to places of military glory;

6. Activation of scientific and research activities of cadets on military-patriotic issues:

- completion of course and diploma works on relevant topics;

- participation in military-scientific conferences and seminars;

- preparation of publications on patriotic education;

- conducting sociological research on the problems of patriotism in the military environment.

The proposed conditions form a holistic system aimed at forming conscious patriotism in cadets as a professionally significant quality of a future officer. The implementation of these pedagogical conditions provides a comprehensive impact on the cognitive, emotional-value and behavioral spheres of the cadet's personality, contributing to the formation of stable patriotic beliefs and readiness for their practical implementation in military-professional activities.

Conclusions. Thus, the conducted study of the pedagogical conditions of patriotic education of cadets in the educational and cultural environment of the Higher Military Educational Institution made it possible to determine the complex nature of this process and to substantiate the system of conditions for its effective implementation. It was established that the effectiveness of patriotic education of future officers is ensured through the integration of the national-patriotic component into the content of military-professional training, the creation of a holistic educational space, the introduction of practice-oriented forms of educational work, the establishment of cooperation with military units and public organizations, the use of innovative, digital, and multimedia technologies, and the activation of scientific research and scientific search activities of cadets. The determined conditions form a holistic system aimed at the formation of conscious patriotism in cadets as a professionally significant quality of a future officer. The issue of training teachers and commanders to implement patriotic education of cadets in the conditions of the Russian-Ukrainian war requires further research.

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