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MOTIVATION IN PATRIOTIC EDUCATION

Abstract. The article is devoted to the search and justification of new approaches to motivation in the process of national-patriotic education of citizens for the further successful development of the independent state of Ukraine.

Recent events have revealed problems in the process of national-patriotic education. These problems have been accumulated over the years of Ukraine's independence and necessitated the updating of this process. Modernization of national-patriotic education of citizens should contribute to the consolidation, development of society and requires constant improvement. After the Revolution of Dignity, national-patriotic education becomes a systematic and purposeful activity of state authorities, local authorities, educational institutions, civil society organizations, citizens for the formation of a person with a high national-patriotic consciousness, a sense of fidelity towards the Ukrainian state. The basis of the system of national-patriotic education is the idea of strengthening Ukrainian statehood as a consolidating factor in the development of society, the formation of patriotism and the establishment of national values.

Like every management process, the success of national-patriotic education depends not least on successful developments in its component part - motivation. The main program document in the formation of the state policy of national-patriotic education in Ukraine - Decree of the President of Ukraine dated May 18, 2019 № 286/2019 “On the Strategy of National-Patriotic Education” contains directions for motivation of subjects of the educational process, but does not contain directions for motivation of subjects of manifestation of patriotic feelings, that is, the objects of the educational process. Based on the historical experience of the development of the phenomenon of patriotism, the author suggests adding new elements to the tasks of national-patriotic education and to the information support of this process. Such an emphasis will allow us to approach the formation of the necessary qualities not on the part of a sense of duty, but on the side of reciprocity, where the realization of human rights and freedoms is possible subject to loyalty and as much as possible support for the social institutions through which they are realized, that is, through the state in its broad sense.

Keywords: patriotism, education, consciousness, motivation.

МОТИВАЦІЯ У ПАТРІОТИЧНОМУ ВИХОВАННІ

Анотація. Висвітлено питання пошуку та обґрунтування нових підходів до мотивації у процесі національно-патріотичного виховання громадян задля подальшого успішного розвитку незалежної держави Україна.

Виклики останнього часу виявили проблеми у процесі національно-патріотичного виховання, які були накопичені за роки незалежності України, та зумовили необхідність його осучаснення. Новий погляд на національно-патріотичне виховання громадян повинен сприяти консолідації та розвитку суспільства, що вимагає постійного його вдосконалення.

Після Революції Гідності національно-патріотичне виховання набуває характеру системної і цілеспрямованої діяльності органів державної влади, органів місцевого самоврядування, закладів освіти, організацій громадянського суспільства, громадян з формування у людини і громадянина високої національно-патріотичної свідомості, почуття відданості своїй Українській державі. В основу системи національно-патріотичного виховання покладено ідеї зміцнення української державності як консолідуючого чинника розвитку суспільства, формування патріотизму та утвердження національних цінностей.

Як і в кожного управлінського процесу, успіх національно-патріотичного виховання залежить не в останню чергу від вдалих напрацювань у його складовій — мотивації. Основний програмний документ у формуванні державної політики національно-патріотичного виховання в Україні — Указ Президента України від 18 травня 2019 р. № 286/2019 “Про Стратегію національно-патріотичного виховання” містить напрями мотивації суб’єктів виховного процесу, але зовсім не містить напрямів мотивації суб’єктів вияву патріотичних почуттів, тобто об’єктів виховного процесу. Автор на підставі залучення історичного досвіду розвитку явища патріотизму пропонує дода-

ти нові елементи у виховні завдання національно-патріотичного виховання, як складової громадянської освіти, та до інформаційного забезпечення цього процесу. Додавання такого акценту дозволить підійти до формування необхідних якостей не з боку почуття обов'язку, а з боку взаємин, де реалізація прав і свобод людини можлива лише за умови лояльності та якомога більшої підтримки соціальних інститутів, через які вони реалізуються, тобто через державу у широкому її розумінні.

Ключові слова: патріотизм, виховання, свідомість, мотивація.

МОТИВАЦІЯ В ПАТРИОТИЧЕСКОМ ВОСПИТАНИИ

Аннотация. Освещен вопрос поиска и обоснования новых подходов к мотивации в процессе национально-патриотического воспитания граждан для дальнейшего успешного развития независимого государства Украина.

Вызовы последнего времени выявили проблемы в процессе национально-патриотического воспитания, которые были накоплены за годы независимости Украины, и обусловили необходимость его обновления. Новый взгляд на национально-патриотическое воспитание граждан должен способствовать консолидации, развитию общества и требует постоянного совершенствования.

После Революции Достоинства национально-патриотическое воспитание приобретает характер системной и целенаправленной деятельности органов государственной власти, органов местного самоуправления, учебных заведений, организаций гражданского общества, граждан по формированию у человека и гражданина высокого национально-патриотического сознания, чувства верности своему Украинскому государству. В основу системы национально-патриотического воспитания положены идеи укрепления украинской государственности как консолидирующего фактора развития общества, формирования патриотизма и утверждения национальных ценностей.

Как и у каждого управленческого процесса, успех национально-патриотического воспитания зависит не в последнюю очередь от удачных наработок в его составной части — мотивации. Основной программный документ в формировании государственной политики национально-патриотического воспитания в Украине — Указ Президента Украины от 18 мая 2019 г. № 286/2019 “О Стратегии национально-патриотического воспитания” содержит направления мотивации субъектов воспитательного процесса, но совсем не содержит направлений мотивации субъектов проявления патриотических чувств, то есть объектов воспитательного процесса. Автор на основании исторического опыта развития явления патриотизма предлагает добавить новые элементы в воспитательные задачи национально-патриотического воспитания, как составляющей части гражданского образования, и в информационное обеспечение этого процесса. Добавление такого акцента позволит подойти к формированию необходимых качеств не со стороны чувства долга, а со стороны взаимности, где реализация прав и свобод человека возможна только при условии лояльности и как можно большей

поддержки социальных институтов, через которые они реализуются, то есть через государство в широком его понимании.

Ключевые слова: патриотизм, воспитание, сознание, мотивация.

Formulation of the problem. Recent challenges have revealed problems in the process of the national-patriotic education, which were accumulated during the years of Ukraine's independence, and necessitated its modernization. Against the background of modern tendencies of domination of "ratio" and leveling of the spiritual there is a problem of insufficient motivation of the objects of the educational process to have patriotic consciousness and to realize it in patriotic actions, therefore search and substantiation of new approaches to such component of public administration process as motivation in the national-patriotic education is an urgent task today.

Analysis of the recent research and publications. Such researchers as A. Myronov, O. Vyshnevsky, G. Vashchenko, V. Krotiyuk, M. Potapova, I. Kharlamov, E. Kondrashova dealt with the problem of the phenomenon, however, given the current challenges of motivation of the patriotic consciousness and subjects patriotic actions need modernization.

The purpose of the article is to find and substantiate new approaches to motivation in the process of the national-patriotic education in order to modernize it and meet modern challenges.

Presentation of the main material. The main program document in the formation of the state policy of the national-patriotic education in Ukraine is the Decree of the President of Ukraine

of May 18, 2019 № 286/2019 "On the Strategy of National-Patriotic Education" (hereinafter the Strategy) [1]. The purpose of the Decree is:

- further development of the national consciousness in the society;
- formation of a sense of patriotism on the basis of spirituality and morality;
- popularization of the spiritual and cultural heritage of the Ukrainian people;
- intensification of interaction between the state authorities, local self-governments and public associations in the matters of national and patriotic education.

That is, the President of Ukraine has set a certain direction of activity in the field of public administration; its subjects are recognized the state authorities, local self-governments and public associations; objects – individuals in which it is necessary to form specific psychological qualities and knowledge, which should be reflected even in the collective unconscious. In this area of activity the distribution among the masses in a publicly accessible, intelligible form of the achievements of the Ukrainian people [2] is a trivial and quite simple task in comparison with the formation of qualities, which according to the Strategy should be as follows:

- respect for the Constitution and laws of Ukraine;
- social activity and responsibility for entrusted state and public affairs;

- readiness to fulfill the duty to protect the independence and territorial integrity of Ukraine;

- formation of a person and a citizen's sense of devotion to their Ukrainian state, respect for the state language;

- awareness of the achievements of the Ukrainian people, their intellectual, spiritual and other achievements;

- activity commitment to the development of Ukraine as a sovereign state, the formation of an active civil and state position, a sense of self and national dignity;

- national and cultural civic identity;

- follow European values;

- high national-patriotic consciousness;

- sense of patriotism.

From the point of view of subject-object relations, public administration is a continuous process of implementation of the relevant administration functions, in connection with which it is possible to apply definitions through these functions, namely: public administration is the process of planning, organizing, motivating, controlling and linking their communication and decision-making functions in order to formulate and achieve the goals of the state. Clarifying and supplementing this definition, the subject of public administration should include the processes of the subject of the public administration management functions (planning, organization, motivation, control, communication, decision-making) in order to achieve the state goals through the formation of organizing, coordinating and controlling influences on the object of the public administration [3].

Let us focus in more detail on such a component of the process of public administration as motivation. Regarding the motivation of the subjects of the educational process of patriotic education on the part of public authorities and local self-governments, the Strategy in particular in section 6 contains the following points that its effective implementation requires:

- mechanisms to support associations, centers, clubs whose activities are related to national and patriotic education, educational, cultural and arts institutions, as well as their employees;

- development of a system of encouragement of the public associations and activists, educational institutions and pedagogical workers for fruitful activity in the field of national-patriotic education, which corresponds to the values and indicators of the effectiveness of the Strategy. However, according to the author, not enough attention is paid to the motivation of the objects of the educational process of patriotic education, i.e. the motivation of the subjects of patriotic feelings and actions to form the qualities listed in the Strategy and their manifestations.

On the other hand, from the point of view of the process of education, we will have similar questions about motivation. With the formation of the first ancient human communities (families, tribes, communities) they faced the need to pass their experience and knowledge to the next generation, in some way to influence their behaviour, which generally contributed to the survival of mankind, to form moral, psychological, physical qualities of the descendants. Thus, the problem of mentoring, education, upbringing arose

simultaneously with the emergence of the human society. With the development of the civilization, the education of the younger generations became more meaningful, acquired more perfect forms and methods [4]. Now, according to the author, in the information society, in the era of “post-truth” and the leveling of the spiritual, the need for increased requirements for the motivation of the object of the educational process to acquire certain necessary qualities becomes even more urgent.

In pedagogy the process of education is divided into four stages. The first stage – awareness of norms and rules of conduct; the second – the formation of attitudes to these norms and rules; the third – the formation of views and beliefs (perception, assimilation and transformation of the learned norms into personal achievements); the fourth – through the repeated repetition of the formation of skills and habits of behaviour that corresponds to personal beliefs and passes to character traits [4]. The outstanding educators A. S. Makarenko and V.O. Sukhomlynsky practiced conducting special conversations of a theoretical explanatory nature about the need to behave in a certain way. Now, under the total domination of “ratio”, there is not enough explanation for what to do or stories about examples that someone is doing or has done. It is motivation that shortens the path from clear and mastered abstract concepts to concrete actions in their implementation.

According to the author, patriotism has its origins and foundation in the desire of every living being to reproduce, which is inextricably linked with the struggle for survival of their own and

their offspring, with the protection and expansion of the created living environment. The historical experience of the development of the phenomenon of patriotism indicates that the objects of patriotism have always been the very environment that provided this reproduction in the first place. The dominance of one or another object of patriotism throughout the historical process is connected only with the development of mankind in the social and individual dimensions. Dominant has always been the object that at this time was the most critical to meet the needs of life, in the ultimate dimension – for survival, for the majority of the population of a certain area, so the nomad feels patriotic feelings for his kind-tribe, farmer for his native land, a citizen-craftsman to the town where he exchanges all goods. The same is true of other objects, such as homeland, nation and state. Also, naturally, the subject has a need to serve the object and the need to protect it [5].

To intensify the process of patriotic education and obtain more meaningful results, it is appropriate to deepen the use of historical experience of the phenomenon of patriotism and combine it with “awareness of the relationship between the individual freedom, human rights and patriotic responsibility” as with one of the educational tasks, through the system of which the purpose of the national-patriotic education of the Concept of the national-patriotic education of children and youth is specified [6].

Thus, a sample analysis of the national-patriotic education programs posted on the official websites of the public authorities, local self-govern-

ments, educational institutions, found that they contain only tools for the formation of specific psychological qualities and knowledge of individuals in the society, which, of course, should work, but do not contain tools for forming answers to questions in the imagination of the objects of education about why they form such qualities and show them in action, that is, they do not motivate the subjects of patriotic feelings to have and show them. According to the author, this answer is not obvious for the objects of education, but it may not be formed by itself, and its successful formation will ensure its positive contribution to the overall result of the national-patriotic education.

The main components of the national-patriotic education according to the Strategy are: public-patriotic, military-patriotic and spiritual-moral education [1]. On the other hand, according to the Concept of development of the civic education in Ukraine, the national-patriotic education is a component of the system of the civic education [6]. The main strategic directions of the civic education are:

- legal education of the citizens, in particular in terms of understanding and ability to exercise their constitutional rights and responsibilities;
- strengthening the ability to participate in the public life and use opportunities to influence decision-making processes at the national and local levels (realization of the right to participate) [6].

On the other hand, the modern state is a social arbiter, a body governing general affairs, an organizer of many important events, without which the functioning of the society is impossible.

An important place in this process belongs to the consolidation, ensuring human rights and freedoms, environmental security, technological progress, the health of the nation, the conflict-free existence of the society, ensuring a decent standard of living, maintaining science, culture and education. The state is designed to prevent a sharp differentiation of the society in order to avoid acute social conflicts [7]. That is, the state is the social institution through which constitutional rights are exercised, and which provides an opportunity to influence the decision-making processes at the national and local levels. And if this is so, then with the help of appropriate pedagogical work in the object of the educational process is not difficult to form a belief in the need for patriotic responsibility, not in terms of responsibilities, but in terms of the need to protect the environment through which he can realize their rights, i.e. to realize their needs in understanding the historical development of the phenomenon of patriotism [5]. Adding such an emphasis will allow to approach the formation of the necessary qualities not from the sense of duty, but from the side of relations, where the realization of the human rights and freedoms is possible only with loyalty and the greatest possible support for the social institutions through which they are realized, i.e. through the state in its broadest sense. The application of such an approach, according to the author, will improve the overall results of the process of the national-patriotic education.

Conclusions. The main components of the national-patriotic education are: public-patriotic, military-patriotic and

spiritual-moral education. The implementation of the state policy of the national-patriotic education is a public administration process in which, as in any administration process, its function of motivation is important. National-patriotic education is an important means of the civic education in Ukraine and is its component. The main strategic directions of the civic education are:

- legal education of the citizens, in particular in terms of understanding and ability to exercise their constitutional rights and responsibilities;
- strengthening the ability to participate in the public life and use opportunities to influence the decision-making processes at the national and local levels (realization of the right to participate).

One of the educational tasks of the national-patriotic education is the awareness of the objects of education (subjects of patriotic feelings and actions) of the relationship between the individual freedom, human rights and their patriotic responsibility. The state, in a broad sense, is precisely the institution that ensures the implementation of the constitutional rights, so patriotic responsibility should be considered not only as a duty for the objects of the educational process, but also as a motivating factor to ensure the realization of the human rights and freedoms in terms of loyalty and protection of the institution that provides such implementation. Such an angle of view on this educational task of the national-patriotic education should be added to its information support, and such an angle of view will be a significant contribution to achieving the goal of the whole process.

In addition, this view is fully consistent with the modern vision of updating the processes of the public management and administration in terms of involving elements of incentives and motivation for the business processes management.

Prospects for further research.

Prospects for further research are seen in the search for the boundary of the intersection of the realization of the human rights and freedoms with the definition of priorities that are inherent in any manifestation of the phenomenon of patriotism.

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