



[https://doi.org/10.3189/2308-4081/2021-11\(1\)-3](https://doi.org/10.3189/2308-4081/2021-11(1)-3)

Lecturer, **DINA DUDOVA**
Kherson State Maritime Academy, Ukraine
Address: 20 Ushakov Ave, Kherson, 730009, Ukraine
E-mail: alikka@ukr.net

INTERACTIVE METHODS OF PATRIOTIC EDUCATION FOR FUTURE NAVAL CADETS: INTERNATIONAL DIMENSIONS

ABSTRACT

The article deals with the scientific issue of using interactive methods in the system of patriotic education for future naval specialists in the context of foreign scholars' views. It shows that given today's historical and socio-economic conditions, it is vital to abandon excessive ideology and ideological monopoly, schematism and formalism in the educational process, implement more effective educational technologies and, most importantly, create a new system of forming patriots using interactive methods. The article proves that since interactive methods enhance pedagogical interaction, communication, exchange of activities and their diversity, they manage to improve the behaviour and activities of naval cadets towards patriotic education. It also indicates that the introduction of interactive and communicative forms of personality-oriented education in patriotic education of naval cadets mostly depends on the invariants of personality-oriented approach to the educational process. It is because naval students choose moral norms, values, lifestyles and thus acquire positive personal experience through their participation in such forms of learning. A prerequisite for fulfilling the goals of patriotic education is appropriate methodical training of university teachers. However, there are no original methods characteristic of especially patriotic education of students. One cannot develop students' patriotic feelings, patriotic identity, spirituality, culture, independence, initiative, and sociality socialize with traditional methods only. In this regard, some scholars believe that interactive methods have proved to be most effective concerning patriotic education as interactivity enables interpersonal cognitive communication and interaction between all education stakeholders.

Keywords: *patriotic education, navy, future naval specialist, interactivity, form, method, international dimensions.*

АНОТАЦІЯ

Стаття розглядає наукову проблему використання інтерактивних методів у системі національного-патріотичного виховання майбутніх фахівців морської галузі у контексті поглядів зарубіжних науковців. З'ясовано, що у сучасних історичних та соціально-економічних умовах, відмовившись від зайвої ідеологізації та світоглядного монополізму, схематизму і формалізму в педагогічному процесі, а також взявши на озброєння більш ефективні освітні технології, національна освіта створює нову систему формування патріотів своєї держави засобами навчально-виховної діяльності. Встановлено, що оскільки інтерактивні методи характеризуються посиленою педагогічною взаємодією, інтенсивністю комунікації, обміном діяльностями, зміною і різноманітністю її видів, форм і прийомів, цілеспрямованою рефлексією учасників, то освітнім результатом їх реалізації



виступає зміна та вдосконалення моделей поведінки і діяльності курсантів у напрямку національно-патріотичної вихованості. Зазначено, що впровадження інтерактивних та комунікативних форм особистісно орієнтованого виховання курсантів морського коледжу найбільш повно реалізують інваріанти особистісно орієнтованого підходу до вищезазначеного освітнього процесу, оскільки під час активної участі в них вихованці знаходяться в ситуації вибору моральних норм, цінностей, стилю поведінки тобто набувають позитивного особистісного життєвого досвіду. Важливою умовою реалізації цілей національно-патріотичного виховання є підготовка педагога в змістовному і методичному планах. Сьогодні ще не склалися оригінальні методики, притаманні саме національно-патріотичному вихованню студентів. Однак, цілком зрозуміло одне – розвиток у студентів патріотичних почуттів, патріотичної самосвідомості, духовності і культури, самостійності, ініціативності, здатності до успішної соціалізації в сучасному інформаційному суспільстві на основі традиційних методів практично недосяжно. Фахівці вважають, що найбільш ефективно в національно-патріотичному вихованні студентів проявили себе інтерактивні методи, оскільки при інтерактивній взаємодії відбувається міжособистісне пізнавальне спілкування та взаємовплив усіх його суб'єктів.

Ключові слова: національно-патріотичне виховання, військово-морські сили, майбутній фахівець морської галузі, інтерактивність, форма, метод, міжнародні виміри.

INTRODUCTION

The issue of patriotic education of the younger generation is of particular importance today. Lately, Ukraine has been striving to revive the system of patriotic education, lost due to socio-economic, political, and educational reforms in the 20th century. Given ongoing reforms in Ukrainian education, it is possible by updating and introducing new interactive technologies and forms for organizing the educational process, humanizing education, and changing teachers' attitude to the use of pedagogical innovations. Professional education should prioritize patriotic education as part of professional training, especially of naval cadets since they should be able to feel responsibility for Ukraine's independence, preserve its material and spiritual values and respect other nations and peoples.

It must be noted that many Ukrainian and foreign scholars have devoted their studies to various aspects of patriotic education. However, there is still no research on peculiar aspects of this issue, in particular, interactive forms of patriotic education for future naval cadets in the international context. Therefore, this article is indeed relevant can be of use to those engaged in related research.

THE AIM OF THE STUDY

The article aims to analyze the use of interactive methods of patriotic education for future naval cadets based on the views of foreign researchers.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

As noted by Peters (2010), "citizenship culture is more diffuse today, especially for Western countries outside the US and the young grow up with internationalist and cosmopolitan sentiment" (p. ix). Besides, the EU grows "through the combined processes of enlargement and integration", which means that "the issue of citizenship both constitutionally and legally becomes more layered and more complex, and the basis for



patriotism becomes more diffuse” (Peters, 2010, p. x). Curren, & Dorn (2018) also state that “the promotion of patriotism has figured prominently in the history of public schooling in the United States, always with the idea that patriotism is both inherently admirable attribute and essential motivational basis for good citizenship” (p. ix). Fairbrother (2013) studied China’s legislative documents on patriotic education and concluded that patriotic education is to fulfil several functions: 1) to ensure territorial integrity and national unity; 2) to raise awareness of international relations among the population; 3) to assure state legitimacy; 4) to promote development and modernisation (p. 158). At the same time, Rapoport (2018) indicates that “public schools have become a locus of two citizenship discourses: the discourse of national citizenship, which for a long time has served as the ultimate purpose of public education, and the discourse of global citizenship, which is forcefully and continuously seeking a proper place in school curricula despite the lack of curricula heritage” (p. 4).

Thus, one can conclude that patriotic education implies systematic and purposeful activities of education stakeholders to form patriotic consciousness based on loyalty to the homeland and readiness to fulfil civic duty and constitutional responsibilities to protect its interests.

Regarding the latest technologies of patriotic education, quite noteworthy are active methods of personality-oriented education, which allow future specialists, especially future naval specialists, to gain valuable personal experience, realize universal human values, teach them to show initiative, creativity and autonomy and encourage them towards self-expression and self-realization. A theoretical analysis of the issue in question shows that the following interactive forms of naval cadets’ patriotic education are especially productive: creative projects, workshops, asphalt art, historical quests, patriotic flash mobs, volunteer actions, real or virtual trips, memorial evenings for heroes, debates on the history of the navy (Lundvall, 2010; Buehl, 2013; Jia, 2012; Cunningham, & Hubbard, 2012; Blommaert, 2004; Creme, 2003; Huang, Jeng, & Huang, 2009; Rogers, 1995; Virvou, Katsionis, & Manos, 2005). They help one to optimize the learning activities of naval students, develop their corporate culture and teach them to establish tolerant relations. Since interactive methods enhance pedagogical interaction, communication, exchange of activities and their diversity, they manage to improve behaviour and activities of naval cadets towards patriotic education. Further elaboration of this issue is provided in the Results section.

Given the specifics of the discussed above, research methods are mostly theoretical and include the following: analysis and synthesis of philosophical and pedagogical literary sources, generalization, and systematization of the obtained results.

RESULTS

The introduction of interactive and communicative forms of personality-oriented education in patriotic education of naval cadets mostly depends on the invariants of a personality-oriented approach to the educational process. It is because naval students choose moral norms, values, lifestyles and thus acquire positive personal experience through their participation in such forms of learning. A prerequisite for fulfilling the goals of patriotic education is appropriate methodical training of university teachers. However, there are no original methods characteristic of especially patriotic education of students. One cannot develop students’ patriotic feelings, patriotic identity, spirituality, culture, independence, initiative, and sociality socialize with traditional methods only. In this regard, some scholars believe that interactive methods have proved to be most effective



concerning patriotic education as interactivity enables interpersonal cognitive communication and interaction between all education stakeholders (Blommaert, 2004; Buehl, 2013; Cunningham, & Hubbard, 2012; Jia, 2012; Merrill, & Merrill, 2020).

Debates, as a technology of group activity, have the great educational potential to implement patriotic education of naval cadets. They develop logic, critical thinking, systemic vision and teach students to recognize multiple approaches to solving educational and other problems. Importantly, debates should focus on a topic that 1) does not give preference to either party; 2) addresses significant issues; 3) is relevant and thought-provoking; 4) is in the form of an affirmative sentence; 4) is accorded with the curriculum (Davies, 2017). It must be noted that debates allow teachers to realize educational tasks to increase naval cadets' motivation towards patriotic actions since the opposing teams, which usually consist of three people, make arguments that confirm or refute the stated topic.

Osborn's (2012) brainstorming method can be used to identify as many different ideas as possible to solve a particular problem. In particular, the group chooses a facilitator to manage the discussion of the problem and a secretary to record the ideas. The basic rule of brainstorming is to forbid criticism of any idea, no matter how unusual it may seem. At the first stage, the group needs to generate ideas quickly. At the second stage, the group analyzes the ideas, considering them critically, although the rule is not to rush to reject and find the opportunity to apply any of the proposals. The third stage lies in presenting the results under the following principle: the most optimal solution, or two or three most successful proposals, or merely a practical and unusual proposal. There may be a fourth stage during which the group presents all the ideas, even remotely effective, that can be used to solve the problem (Osborn, 2012).

Below are methodical guidelines for using the brainstorming method:

1. One should formulate a problem in basic terms and determine its focal point.
2. One should not declare untrue ideas or stop researching any idea.
3. One should respect an idea of any kind, even if its relevance now seems questionable.
4. One should provide the support and encouragement necessary to help participants feel more relaxed.
5. One should evaluate and select ideas only after the meeting with the help of a group of experts participating in the discussion (Osborn, 2012).

The recommended number of participants ranges from 4 to 15 people, and the time from 15 minutes to 1 hour. The group of experts analyzes the statements of the participants and selects first the ideas that can be implemented and then those that seem the most original and optimal (Osborn, 2012).

Many scholars consider the method of projects as a pedagogical technology of the 21st century as it ensures multifunctional activities of participants, encourages them to show intellectual abilities, moral and communicative qualities, as well as develops their goal-setting, self-education, and self-organization skills (Alford, 2019).

It is also essential to consider the advantages of implementing the method of projects in patriotic education of naval cadets:

1. Students learn how to acquire and use knowledge independently and, consequently, solve new cognitive and practical problems.
2. Students improve their communication skills, i.e., the ability to work in different groups and perform different social roles (leader, performer, facilitator).
3. Students can get acquainted with different cultures and worldviews.



4. Students learn how to use research methods, namely, to collect the necessary information, facts, analyze them from different points of view, make hypotheses, draw conclusions (Alford, 2019).

The basic requirements for using the method of projects are as follows:

- 1) the presence of a relevant research problem/task, which requires integrated knowledge;
- 2) practical, theoretical, and cognitive significance of the expected results;
- 3) independent (individual, pair, group) activities;
- 4) the structurization of the project's content (including stage-by-stage results);
- 5) the use of research methods that involve a certain sequence of actions, described below.

As part of the method of projects, research methods require one

- 1) to identify the problem and related research tasks (using the brainstorming method and round table discussions during joint research);
- 2) to hypothesize their solutions;
- 3) to discuss research methods (statistical, experimental);
- 4) to discuss ways to design the final results (presentations, creative projects, reviews);
- 5) to collect, systematize and analyze the obtained data;
- 6) to formulate conclusions and identify prospects for further research (Bake, 2006).

Thus, one can conclude that the method of projects makes it possible to shape a cognitive component of patriotic education for naval cadets. Consequently, it allows one to expand their knowledge on the history of Ukraine, folk traditions, customs, and national culture due to independent research.

CONCLUSIONS

Given today's historical and socio-economic conditions, it is vital to abandon excessive ideology and ideological monopoly, schematism and formalism in the educational process, implement more effective educational technologies and, most importantly, create a new system of forming patriots using interactive methods.

The introduction of interactive methods helps solve important tasks of professional education for future naval specialists, including those of patriotic education. Indeed, interactive methods of patriotic education for future naval cadets ensure:

- 1) their socialization, disclosure of creative potential, development of inner freedom;
- 2) the formation of civic worldview;
- 3) the cultivation of patriotic qualities;
- 4) the preparation for future professional activities under the conditions of establishment and development of a democratic state governed by law.

We believe that the use of interactive methods in patriotic education of naval cadets will boost their positive motivation to consciously fulfil the social role of the citizen, develop their patriotic consciousness, activate their life position, and promote social responsibility.

Further research should aim to study the use of interactive methods in patriotic education of naval cadets in the experience of the developed countries (the UK, Germany, France, the USA).



REFERENCES

1. Alford, S. J. (2019). *The project method of teaching*. Sacramento: Creative Media Partners, LLC.
2. Bake, J.-I. (2006). *The project method (Die Projektemethode)*. Norderstedt: GRIN Verlag.
3. Blommaert, J. (2004). *Workshopping: professional vision practices and critique in discourse analysis*. Gent: Academia Press.
4. Buehl, D. (2013). *Classroom strategies for interactive learning*. Newark, DE: International Reading Association.
5. Cunningham, S., & Hubbard, R. J. (2012). *Interactive learning through visualization*. Berlin: Springer-Verlag.
6. Curren, R., & Dorn, Ch. (2018). *Patriotic education in a global age*. Chicago, IL: The University of Chicago Press.
7. Creme, P. (2003). Why can't we allow students to be more creative? *Teaching in Higher Education*, 8 (2), 273–277.
8. Davies, I. (2017). *Debates in history teaching* (2nd ed.). London: Routledge.
9. Fairbrother, G. P. (2013). Patriotic education in a Chinese middle school. In W. O. Lee, D. L. Grossman, K. J. Kennedy, & G. P. Fairbrother (Eds.), *Citizenship Education in Asia and the Pacific* (pp. 157–174). New York, NY: Springer-Science + Business Media.
10. Huang, Y.-M., Jeng, Y.-L., & Huang, T.-C. (2009). An educational mobile blogging system for supporting collaborative learning. *Educational Technology & Society*, 12 (2), 163–175.
11. Jia, J. (2012). *Educational stages and interactive learning: from kindergarten to workplace training*. Hershey, PA: Information Science Reference.
12. Lundvall, B.-A. (2010). *National systems of innovation: toward a theory of innovation and interactive learning*. London: Anthem Press.
13. Merrill, J., & Merrill, K. (2020). *The interACTIVE class: using technology to make learning more relevant and engaging in the elementary classroom*. Del Mar, CA: Elevate Books Edu.
14. Osborn, A. (2012). *Applied imagination – principles and procedures of creative writing*. Redditch: Read Books Ltd.
15. Peters, M. A. (2010). Foreword. In B. Haynes (Ed.), *Patriotism and Citizenship Education* (pp. ix-x). Chichester: Wiley-Blackwell.
16. Rapoport, A. (2019). *Competing frameworks: global and national in citizenship education*. Charlotte, NC: Information Age Publishing.
17. Rogers, E. (1995). *Diffusion of innovations* (4th ed.). New York, NY: Free Press.
18. Virvou, M., Katsionis, G., & Manos, K. (2005). Combining software games with education: evaluation of its educational effectiveness. *Educational Technology & Society*, 8 (2), 54–65.