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PROBLEMS OF FORMATION OF YOUTH PATRIOTIC EDUCATION DISCOURSE IN RUSSIA

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ABSTRACT

The problems of educating patriotic sentiments and civic positions of youth are increasingly becoming the subject of discussion in science and society. The evolution of the value consciousness of youth in a modernizing Russian society, changes in traditional stereotypes of youth consciousness require careful study, identification of assessments and attitudes of the younger generation to the changes taking place in Russian society to regulate the youth environment and optimize the reform processes management in the country. The article discusses the features of formation of youth patriotic education discourse in Russia in the format of the civil and political components of patriotic concept, i.e. filling patriotism, as a state identity, with civil and political values. It includes the study results of the well-being of students related to identifying the dependence of patriotism understanding by youth with attitudes to civil and political participation.

INTRODUCTION

Modernization processes launched in the conditions of a systemic crisis of Russian society, dismantling of the administrative-command system, reforms in the education system [1], propaganda of new norms and standards of culture, carried out by the mass media, not only determined the low degree of implementation of the transformation policy and its low efficiency, but also largely determined the mass consciousness of the Russians. The youth as the most socio-culturally unprotected part of the society has undergone a particularly strong impact.

In this regard, today, the promising direction of youth socialization discourse is seen by the researchers in the formation of a new civic identity stipulated by the values of a general democratic nature associated with new interests and needs brought about by the modern social processes in Russia. However, such a combination may be difficult, since many of the inherited features of Soviet identity, such as the notion of one's own exclusiveness, state-paternalistic orientation, contradict with the democratic values. At the same time, patriotism is undoubtedly the basic component in the formation of a new civic identity.

Patriotism is often presented as a social value, a result of civic identification, a moral attitude, and a vector of practical behavior in literature and public consciousness. As a rule, the Fatherland, the Motherland are called the object of patriotism. The nature of patriotism is quite complex. This is due to the fact that the complex of patriotic experiences includes different aspects of human nature - personal and social, sensual and rational, etc. It can be assumed that there are at least two types of perceptions of the patriotic concept in Russian society: one is primarily intimate and personal, the other is based on the ideological and regulatory attitudes of a person. The second kind of patriotism understanding, unlike the first, is more susceptible to rethinking or even a crisis reassessment. So, if a person comes to the conclusion that mutual responsibility between him/her and society is not respected, then it appears indifference in relation to the prescribed regulatory part of patriotic attitudes. Nonetheless, it is the practice of incorporating the interests into the policies pursued, as a reflection of the youth participation principle, which is the basis of youth policy throughout the world, including Russia, could become, in our opinion, one of the main criteria for the effectiveness of state policy on the formation of citizenship and patriotism.

Each country has different capabilities for developing and implementing a youth policy mechanism. According to V. Smirnov, all other dimensions of this policy depend on the dominant discourse in society, shifting the activity aspect to a particular side [2]. Hence, the youth policy differs significantly both in concept and in practical methods of its implementation. The discursive model includes such elements as goals of youth policy, principles, strategies, as well as forms and methods for its implementation. In this regard, it should be said that there are a number of major federal projects and programs that fully or partially affect youth policy issues today. They include, first of all, the "Concept of Long-Term Socio-Economic Development of the Russian Federation until 2020". As one of three main AND most urgent tasks, this concept highlights "civic education and patriotic education of youth, promoting the formation of legal, cultural and moral values among it" [3].

The ideas stated in the "Strategies for 2020" have been specified in the "Federal Target Program "Youth of Russia" for 2011-2015", which defines the main activities of the state, including "youth engagement in social practice", "shaping Russian identity" [4]. Thus, the definitions of the state youth policy and regulatory documents emphasize the orientation on the education of creative intentions and active political culture in youth.

However, the researchers note that, despite the enormous technological potential for changing the livelihoods of the younger generation, the project-program approach has acquired the features of quasi-

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design and quasi-programming in modern conditions. It is primarily concerned with such issues as phantom goal-setting, discreteness of the activity description, deformedness of the activity evaluation criteria [5]. According to Val. Lukov, the positive features inherent in such programs include the fact that the regulatory documents put forward the instrumental tasks of creating the conditions for the social development of youth at the state's disposal and there is no indication of what personality traits, attitudes to political and other values, etc., are recognized as regulatory. However, there are those who criticize the established model of government policy, because it lacks the axiological content. From the point of view of supporters of this position, this is a kind of legal barrier, a brake on further national development, and in particular, the implementation of the institutionalization mechanism of a single basic system of value orientations of modern Russian youth [6].

MATERIALS AND METHODS

In October-December 2017, we conducted a study at the Kazan Federal University to determine the features of social well-being of students during the next election cycle, one of whose tasks was to determine the degree of students' activity in the political life of the country.

In the course of this study, a mass questionnaire was selected as the method of collecting primary sociological information. During the study, we used a non-continuous quota sample. As of December 19, 2017, the total population was 40,000 students.

The sample was calculated according to the formula:

$$SS = Z^2 \cdot (p) \cdot (1-p) / C^2$$

where:

Z = Z factor (95% of confidence interval)

p = percentage of targeted respondents or answers, in decimal form (0.5 by default)

c = confidence interval, in decimal form (for example, 0.05 = ± 5%)

Thus, the sample consisted of 382 respondents (with a sampling error of 5%), taking into account the territorial and settlement features, areas of study and socio-demographic features, and was divided into the following age groups: 18-19 years old, 20-24 years old. The ratio between men and women in all age categories is 1:4; 3-4 women of the same age account for one man interviewed.

A statistical processing was carried out using the Microsoft Office Excel application packages. The experimental base of the study was the respondents of the Kazan Federal University. The bulk of respondents was represented by students of the 2nd and 4th courses, of which: 27% - boys, 73% - girls. The methodological base consists of monographic and complex sociological studies.

RESULTS

According to our data, almost half of the respondents (46.6%) are aware of themselves as patriots, and every seventh (14.9%) does not consider himself/herself as such among youth interviewed. If we compare the obtained results with the data from three years ago, then we can state certain positive dynamics in the formation of patriotic sentiments of student youth, expressed in the growth of the number of patriotic youth - 46.6% versus 33.6% (2014), while there are still some students who do not consider themselves patriots of Russia (14.9% and 14.2%). In part, this conclusion is confirmed by the results obtained from the content side of the patriotic concept. According to the data obtained from the respondents, a rather pronounced feeling of patriotism correlates with all the proposed interpretations.

At the same time, there are different ideas about the patriotic components, but at the same time, three dominant convictions are clearly visible in its understanding. Every second who participated in the study (55.4%) noted that patriotism means for him/her "striving for the development of his/her country"; for 44.9% of respondents, patriotism is associated with attachment to his/her native land, language, traditions, and 41.3% of respondents noted a sense of pride in belonging to the state. When comparing with the results of the 2014 survey, there is an uptrend in the population of the main components of patriotism in the youth consciousness. An increase was 2.5 times in terms of the "desire to develop their country" (55.4% versus 22.2%), 2.1 times - in terms of attachment to the native land, language and traditions (44.9% versus 21.3%), and 2.8 times - in the feeling of "pride in belonging to the state" (41.3% against 14.8%). At the same time, the feeling of patriotism declared by the students is not directly related to practical actions in accordance with the patriotic sentiments. So, to the question "What does it mean to you to be a patriot?" only a small part - 24.5% of respondents indicated the option "a sense of duty, civic responsibility", and even less than 8% indicated the answer "a willingness to sacrifice personal interests". Consequently, even in the patriotic part of student youth, patriotism is more speculative, emotionally pronounced than practically oriented. It is no coincidence that to the question: "In which country would you like to live?" only a third of respondents (33.3%) answered "in Russia", almost as many (30.9%) - "in another country" and 28.1% - "I don't know yet".

For a considerable part of students (26.4%), patriotism is not an unconditional feeling, but a value that is actualized and determined in a specific situation. This means that patriotism is largely associated with the life plans in the student consciousness, and the patriotic potential is reduced with the threat to the implementation of strategic goals and attitudes. Thus, we can conclude that there is a certain shortage in filling the notion of patriotism by the symbols of the nation and the state, civil identification with them, among youth. This, in turn, creates uncertainty of practical behavior in civil and political life. A strong sense of patriotism depends on the willingness to sacrifice personal interests for the good of the country. Among those who feel that they are the patriots of Russia, 20.4% are ready to sacrifice their personal interests unconditionally, 7.8% are not ready; among those who do not feel themselves to be the patriots of Russia, 1.2% are ready to sacrifice their interests, 63.4% are not ready. Thus, among those who consider themselves the citizens of the Russian Federation, 24.9% are not ready to sacrifice their personal interests, if it is necessary for the good of the country. There are also 29.1% of those who feel that they are the "citizens of their republic" and 38.4% - citizens of the "world".

It should be noted that most young people are concerned that the state and society are not engaged in raising this quality. 16.4% answered negatively about the presence of patriotic education, 34.7% did not personally feel it, 19.7% found it difficult to answer, which also indirectly confirmed this opinion. More than half of respondents (58.8%) feel the need for an appropriate education. According to students, to educate the patriotic sentiments, it is necessary to activate it at all levels of national education (34.7%). The civil positions and patriotic sentiments should be formed, above all, by the state, which was emphasized by 27.8% of those participating in the study.

However, about the same number of respondents (27.5%) found it difficult to answer to the question: "What do you think is necessary for the education of patriotic sentiments in Russian society?". In our opinion, patriotism turns out to be poorly compatible with the nature of the adaptation requirements put forward by life in the current system of value and regulatory priorities. Therefore, patriotic feelings still find a natural refuge only in the private field of people's lives. Thus, there are few opportunities for young people to assimilate the "socialized" component from the set of patriotic feelings associated with civil and political values today.

DISCUSSION

The state politics, by virtue of the possession of ample opportunities, is indeed the central element in the social regulation of the youth socialization processes. Nevertheless, the multi-party system should, in practice, significantly reduce the ability of the state to establish certain ideal images of youth as a rule of law. Some researchers note that the features of the approach, which indicate the expected behavior and way of thinking of youth, are repeatedly revealed in the new formulations of such a policy. The expectations from youth are still fixed in the most general form, but they should be viewed in the context of various standardization measures and the introduction of a competence approach in various areas where the social formation and development of youth takes place [7].

In Russia, the introduction of public associations to the formation of mechanisms and technologies of youth policy is associated with a number of unresolved problems of a theoretical, methodological and practical nature. The immaturity of civil society in modern Russia, as well as the dependence of public associations from state power, lead to defects in the planning and implementation of youth policy. This leads to the transfer of public functions in the development of value orientations to other institutions, mainly the mass media. Therefore, the problem of searching the determination of the priorities of improving state-civil cooperation in this area is acute today, more than ever.

The peculiarities of the patriotism education discourse emerging in Russia can be traced by analyzing attitudes in the mass public consciousness. According to the FOM, the awareness of the greater role of education increases and the proportion of those who believe that patriotism arises for some other reason decreases with an increase in the age of respondents. According to the Levada Center, the absolute majority (63%) of Russian citizens believe that today it is necessary to adopt a state program devoted to patriotic education [8]. The respondents believe that necessity arises from the "external and internal threats", and accordingly, "the state should educate patriots who are ready to protect the interests of the country". Nevertheless, 17% of them are aware that such a program "can become a "feeder" for the bureaucracy, without yielding real results". 14% adhere to the opposite opinion. They agree that "patriotism is a personal matter of everyone, and the state should not interfere in spite of everything". In this regard, it is worth paying attention to some contradiction. It lies in the fact that considering the substantive patriotism side, the majority (83%) adhere to the view that "patriotism is a deeply personal feeling, the person himself/herself determines what is patriotic and what is not". Only 10% agree that "it is up to the state to determine what is patriotic and what is not". 66% answered the question about the need for state control over the problems of education and family relations and answered negatively. Thus, the connection between the state program adoption and patriotism is poorly traced by the citizens themselves, that is, apparently, it is not fully taken into account that, if it is /adopted, the state will set the standards and norms for such education.

According to the study results of public opinion, it is clear that the highest lines in the ranking list of the most important school subjects are occupied by history, native language and literature today. In our opinion, this indicates the awareness of the connection of the above objects with the preservation and

stable transmission of the cultural heritage, with the fostering of patriotic feelings in the society. This is confirmed by the FOM data, according to which the ignorance of country's history does not allow a person being considered a patriot. The majority of respondents (61%) have such a meaning [9]. If we rely on the experts' assessments regarding the quality of history knowledge by modern youth, then the actualization of this problem in the public consciousness looks quite justified. The head of the political analysis practice at the VTsIOM Mikhail Mamonov states that the young people's knowledge of the history of their country is increasingly fragmented, which leads to the lack of political guidelines [10]. The experts pay attention to the lack of a link between the academic science and the mass audience, that is, the popularization institute.

CONCLUSIONS

So far, there has not been formed a single dominant concept regarding patriotism and measures for its education in the public consciousness. The central element of the public regulation of the youth socialization processes is the state youth policy due to the possession of all the necessary resources, wide competences and powers. Public discourse includes a point of view, according to which the new formulations of the content of state youth policy include again the features of the approach containing the expected behavior patterns and ways of thinking of the youth today. An important vector of domestic discourse remains the need to combine civic education in the depths of society itself, within the framework of state and public youth policy. The immaturity of the civil society of modern Russia, the dependence of public associations from the state power led to many unresolved problems of the younger generation, which requires the development of priorities in the strategy of state-civil cooperation in implementing the social development policy of the younger generation.

CONFLICT OF INTEREST

There is no conflict of interest.

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