

FORMATION OF PATRIOTISM IN YOUNG GENERATION USING UKRAINIAN LITERATURE

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Abstract. The article is devoted to the search for ways of forming patriotism in the younger generation by means of Ukrainian literature. The necessity of implementing the experience of forming patriotism of previous historical periods was noted, which involved wide application in the educational process of the concept of a hero as an example for imitation, a means of forming patriotism, moral and ethical values of the Ukrainian nation. It has been proven that the national hero of the passionate type, devoid of ideological, colorless, denationalized Soviet-type patriotism, found vivid coverage in artistic works, has a special didactic, educational, methodical value today. The program for general educational institutions on Ukrainian literature for grades 5-9, aimed at forming a citizen - patriot of Ukraine, was analyzed. General didactic and specific requirements for a modern textbook on Ukrainian literature are considered. It has been established that the methodological apparatus of a modern textbook on Ukrainian literature should be aimed at forming the creative abilities of schoolchildren and their emotional and value sphere, which is facilitated by: the use of phonorecords of folk songs and examples of national and world classical music; reproductions of paintings and artistic illustrations; inclusion in textbooks of texts of high aesthetic and moral and ethical value, as well as tasks that involve the active involvement of schoolchildren in multifaceted analysis and interested discussion of the information contained in them; the organization of students' understanding of the life path, personal traits of the most outstanding figures of national and world history and culture; the use in textbooks of characters who bear an expressive exemplary and personal attitude to the surrounding world. Emphasis is placed on the urgency of developing a critical thinker in the younger generation, which is characterized by openness to doubt, independence and flexibility.

Keywords: young generation, patriotism, works of art, Ukrainian literature.

JEL Classification: A22, H56

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Introduction. Ukrainian literature is a vivid indicator of the high level of spiritual and cultural development of the nation, an expression of its national values, a powerful means of nurturing them in many generations of Ukrainians. Its study contributes to the formation of a creative, free, spiritually rich, independent thinking, highly moral personality with a clear civic position and a high level of patriotism. The art of speech is capable of affirming heroic-patriotic education that strengthens patriotic feelings, developing a deep understanding of civic duty, readiness to defend

the Motherland, using the example of literary works to foster pride in the heroic past of one's people.

Literatu rereview. According to L. Kostenko, literature is primarily intended to awaken from lethargy the peoples who have freed themselves from totalitarianism, despotism, etc. [3, p. 28]. According to the writer, "the state should have a deeply thought-out humanitarian policy, create mechanisms of effective influence, coordinate the efforts of its scientists and artists. ... in the transition period, it is vitally necessary to draw the noble outlines of one's culture" [3, p. 34].

Aims. The aim of article is to investigate the ways of formation of patriotism in the future generation by means of Ukrainian literature and to note the need to implement the experience of formation of patriotism of previous historical periods, which involved wide application in the educational process.

Methodology. To ensure the objectivity and comprehensiveness of the research, a complex of general scientific and pedagogical methods was used, including: analysis of the literature on the researched problem to determine the state of its development and research prospects; comparison to study the points of view of different scientists; systematization and generalization for conclusions; observation of the educational process.

Results. These words become especially relevant during the Russian-Ukrainian war, when it is urgent to popularize the exploits of the heroes, conduct Lessons of Courage and artistic events, thematic contests and actions, meetings with combatants, volunteers, etc.; conducting scientific conferences, round tables; promoting research, popularization, honoring the exploits of heroic figures.

The specified measures should be implemented in accordance with the Concept of national-patriotic education of children and youth and Methodical recommendations on national-patriotic education in general educational institutions. This once again convinces of the need to implement the experience of forming patriotism of previous historical periods, which involved wide application in the educational process of the concept of a hero as an example for imitation, a means of forming patriotism, moral and ethical values of the Ukrainian nation. The national hero of the passionate type, devoid of ideological, colorless, denationalized patriotism of the Soviet type, found vivid coverage in artistic works, has a special didactic, educational, methodical value today.

In 2017, the Order of the Ministry of Education and Science of Ukraine approved the Program for general educational institutions on Ukrainian literature for grades 5-9, developed in accordance with the requirements of the State Standard of Basic and Comprehensive General Secondary Education, approved by Resolution of the Cabinet of Ministers of Ukraine dated 23.11.2011 N 1392, ideas of "Conceptual foundations of the reform of the secondary school "New Ukrainian School"".

The program is aimed at forming a citizen - a patriot of Ukraine, "who knows its history; a carrier of Ukrainian culture who respects the culture of other nations; a competent speaker who communicates fluently in the state language, speaks one or more foreign languages, has the desire and ability to self-educate, shows activity and responsibility in public and personal life, is capable of entrepreneurship and initiative,

has an idea of the world structure, treats nature sparingly, safely and expediently uses the achievements of science and technology, adheres to a healthy lifestyle" [4].

For the first time, the program on Ukrainian literature is designed not for the accumulation of knowledge, but for the formation of a culture of reading, a competent reader who seeks self-development, self-knowledge. The analyzed program is oriented to the age of the students, according to which the works are distributed and to the formation of which qualities, virtues, abilities and skills they are aimed at. So, in the 5th - 7th grades, the proposed works are aimed at developing imagination, encourage schoolchildren to think and fantasize about the lives of the characters, their adventures, teach children to empathize and sympathize with the main characters.

Analysis of recent research. Students of grades 8-9 learn to reflect on the life conflicts of heroes, draw parallels with modern life, contribute to the formation of life and civic positions of students, teach environmental thinking, moral and ethical responsibility for one's own actions, tolerance, respect for other people's opinions, the ability to defend one's own point of view .

Therefore, schoolchildren learn not only to retell the content of what they read and the biography of the writer, they gain experience working with texts of various artistic styles, cultural and historical eras, understand and analyze the content of what they read in the context of the era and the present, formulate and express their own opinion, including a critical one .

The positive thing is that the program takes into account the gender characteristics of students and the peculiarities of emotional perception depending on gender, which, in turn, affects the formation of stereotypes of behavior.

It is very valuable that the analyzed document takes into account the modern demands of the educational process at school, the peculiarities of the information and communication space, national processes of state formation and globalization processes taking place in Ukraine and the world.

The course of Ukrainian literature is structured in such a way that the educational material represents interconnected thematic and problematic blocks, each of which fully represents the national specificity of the national art of speech, which contributes to the awareness of the national identity by the younger generations and performs an important moral and ethical function. The textbook must correspond to the current program that defines the activity of the teacher. The main functions of the textbook are to enrich literary knowledge, to teach the analysis of the work, to promote reflection on the problems of the work of art, to encourage creativity, etc.

Today, the textbook on Ukrainian literature plays a much smaller role in comparison with other educational disciplines, since the priority is not given to the educational, but to the artistic text, familiarization with which is aimed at its individual understanding. As B. Stepanyshyn notes, "the semi-fictional form of a school textbook on literature would ensure its readability. In addition to being scientific and truthful, it must be popular, exciting, written in the form of an imaginary literary journey, an associated story, a problem presentation or a series of essays" [6, p. 49].

H. Tokman singles out general didactic and specific requirements for a modern textbook on Ukrainian literature. General didactic requirements include:

- compliance of the content with the level of modern science;
- compliance of the content and form of the presentation with the age characteristics of the child;
- systematicity and sequence of presentation (to move from the known to the unknown, from simple to complex);
- stimulation of students' interest in knowledge, independent search;
- accuracy, simplicity, liveliness of speech;
- implementation of educational tasks.

Specific requirements for a textbook on literature are determined by the artistic essence of the subject of study and personal perception and interpretation of the work of art:

- the presence of a national idea, convincing students of the talent of the Ukrainian people, full-bloodedness, spirituality, and aesthetics of national literature;
 - the selection of scientific information taking into account both the academic reading of the work and partly new interpretations of it, which will stimulate the independence of the student's own opinion;
 - a dialogical review of the writer's biography and his works with the involvement of information from the history of cultural studies, philosophy, psychology;
 - representation of each writer not as a canonized classic, but as an individual.
- The textbook should help the student to understand the artist in the conditions in which he was destined to create;
- reflection of the Ukrainian literary process as a whole, regardless of where the artists lived - in Ukraine or in exile;
 - fictionalized, sketchy, associative, exciting style of presentation of educational material;
 - high-quality illustration [9, p. 48–49].

Research analysis. Among the recommendations for the formation of the methodological apparatus of a modern textbook is to demonstrate the possibility of choice by presenting discussion materials: different interpretations and evaluations of a work of art by literary critics; various versions of the text created by the author himself; different positions of literary characters on the same issue; excerpts from the artistic text that need clarification, and historical documents consistent with them [9, p. 49].

According to modern methodical teachers, practicing teachers, the methodological apparatus of modern textbooks should be aimed at "forming the creative abilities of schoolchildren and their emotional and value spheres" [5, p. 7].

Personal schoolchildren contribute to the development of the emotional and value sphere:

- the use of phonorecords of folk songs and samples of national and world classical music is consistent with the content of the textbook; reproductions of paintings and artistic illustrations;

- inclusion in textbooks of texts of high aesthetic and moral and ethical value, as well as tasks that involve the active involvement of schoolchildren in multifaceted analysis and interested discussion of the information contained in them;
- organization of students' comprehension of the life path, personal traits of the most outstanding figures of national and world history and culture;
- the use in textbooks of characters who bear an expressive exemplary personal attitude to the surrounding world [5, p. 7].

The most necessary condition for the creation of new textbooks, according to modern experts, should be high-content artistic texts, which constitute real spiritual assets of the national culture, aesthetic and moral and ethical weight, contribute to the formation of a sense of patriotism. The analysis of the image-character is of great importance, since the emotional perception of the artistic image has a significant impact on the reader.

Research methods. The reform of modern secondary education is aimed at an innovative type of education, which is aimed at the assimilation of the existing achievements of civilization, "forms a personality capable of making innovative changes in the existing culture and environment, successfully solving life situations that arise both in front of an individual and in front of society in general" [1, p. 11]. A modern graduate of a general secondary education institution must possess the skills and abilities of critical thinking, be aware of life's problems and be able to solve them quickly and effectively, think creatively, be ready to take responsibility for one's own activities and decisions, not be afraid to take risks, constantly improve oneself, and therefore, to function as a comprehensively developed, integral personality, an innovator, a patriot of Ukraine with an active civic position.

This presupposes the implementation of an innovative type of education, which provides for the unity of personally oriented, activity-oriented and competence-based approaches to the learning process, as well as the improvement of the educational process taking into account the age-specific characteristics of the child's development, the optimization of secondary education institutions in accordance with the educational needs of the younger generation of Ukrainians [1, p. 2].

Today, the ability to process and use information is of particular value. Society has found itself in a situation where it is necessary to read, or at least view, thousands of pages in one day. In addition, the school curriculum is oversaturated with works, the number of which is so significant that the child is not able to fully grasp their content, understand the essence and, at least, read it not in an abridged version. Schoolchildren are not able to delve into the literary text, they extract only certain events from the work, leaving out the psychological, historical, political, national basis of the actions of the heroes.

This led to the emergence of the so-called "clip", "patchwork" thinking, which is becoming more and more common today. "Clip thinking" is defined as a product of our fast-moving time, one of the most effective components in the way of assimilation of a continuous flow of information, intended primarily for independent assimilation, but which requires competent use.

Along with the positives of this type of thinking, such as the speed of information processing and analysis, the formation of quick decision-making skills, the acquisition of basic knowledge of languages, general sciences, and culture, there are significant disadvantages. These include: superficial reading of texts (5 Shakespeare tragedies in 97 minutes, 1,500 years of the history of Kyivan Rus in 6,000 seconds, etc.), which leads to "swallowing" of books, lack of skills to delve into what is read, figurative analysis, reflections on the actions of the heroes. Thus, the opportunity to teach students the basics of communication on the basis of literary works, the formation of skills to predict the results of certain actions, etc. is lost, and in the end, the opportunity to obtain aesthetic pleasure from reading disappears, the educational influence of the art of words is not allowed.

We consider the active introduction (starting from elementary school) of electronic versions of books and textbooks to be a certain drawback. After all, when working with the electronic version of the book, students cannot emphasize (highlight) the author's thoughts that impressed them, or can be used by them during work on a creative task, writing a work, preparing an essay/report, etc. That is, they do not learn the skills of working with the text.

In the context of the above, studies related to the development of critical thinking among schoolchildren are extremely relevant. This type of thinking allows you to correctly solve problems in any field of activity - lawyer, teacher, scientist, artist, etc., in human relationships, in everyday life, etc.

As S. Terno emphasizes, a critical thinker is characterized by openness to doubt (the student must be taught to doubt the information received and his own conclusions so that, as a result of a thorough comprehensive analysis, the young person comes to balanced and well-founded conclusions), independence and flexibility (it is necessary to teach children to work independently, looking for new information, methods of cognition and activity, without expecting help or the completion of their task by someone else, and also to be able to perceive a variety of information to which to respond quickly. Flexibility, in this case, is not equated with adaptability, cronyism), search for evidence, verification of the validity of acquired knowledge, creative search [8, p. 30].

Critical thinking researcher M. Lipman emphasizes that the educational process in the classroom should be oriented towards the process of scientific research [10]. Therefore, the study of Ukrainian literature must be organized in such a way that students get the experience of literary research, critical understanding of events, actions of heroes described in the work through the prism of historical events, solving problematic problems, solving psychological problems, etc.

Four main types of problems solved by the analysis of the heroes of a literary work are distinguished: motivated selection of key problems solved by the heroes of the works; establishing the degree of validity of literary, linguistic, cultural, historical assessments of the analyzed problem/issue; consideration of the versions proposed by students regarding their own behavior in a situation of the same type that is being analyzed or an alternative course of events in the interpretation and from the

perspective of schoolchildren; definition and analysis of problematic situations in which the hero of the work of art acts.

Discussion. Thus, the analysis of the literary work will be carried out on the basis of careful literary, linguistic, psychological, historical reading, as well as on the basis of a critical understanding of the historical realities of the work, while students learn to express their opinion boldly and well-founded. In our opinion, such a study of national literature will contribute to the formation of self-education skills, self-study, independent search and critical evaluation of information in schoolchildren, which, according to P. Griffin, are one of the fundamental abilities of the 21st century. [2].

That is why it is important today to teach children the culture of reading, to offer schoolchildren interesting works that meet the needs of modern youth. It is time to propose an idea of reading as a mandatory everyday socio-cultural practice, which is a guarantee of self-improvement and self-development of an individual throughout his life. In addition, it is necessary to form aesthetic and artistic satisfaction from the very process of reading, from communication with the characters, their psychological world, immersion in the historical era, etc.

Implementation of the experience of formation of patriotism of the young generation can be carried out on the example of studying the images of heroes with the help of the technology of developing critical thinking, which is used for the interpretive analysis of an artistic work.

For example, during the study of the folk tale "Truth and Wrong", the literary drama-tale of O. Oles "Mykyt Kozhumiak" or any other work in the 5th grade, which contains opposite images, in order to develop the ability to characterize the hero, as well as the education of moral and ethical values in students, it is worth applying the method "Teaching by opposites". Together with the schoolchildren, we determine that the images of Nikita Kozhumiaka and the Snake are opposites, and we explain that in order to describe the image of the work, it is necessary to find out who a certain character is, to describe his actions, appearance, behavior, attitude towards others, fate.

And although, at first glance, such an activity seems simple enough, the identification of the heroes of the works leads to reflection and causes controversy. According to the developers of the theory of technology for the development of critical thinking, "a conversation on the opposite can begin with heroes in literature, then continue with heroes in history and modern life" [8, p. 169].

Using this method of learning, students should offer the following questions for reflection: a) does what happens to the characters in the works have an embodiment in real life? b) what happens when a person does exactly that? c) what reaction does this or that action of the hero cause? d) what conclusions can we draw from this?

During the study of the creative work of P. Kulish in the 9th grade, in order to interest students in the topic and attract their attention, it is worth using such a method of developing critical thinking as "Structured review", announcing: "In the personality of P. Kulish, a talented writer, a literary critic, translator, teacher, ascetic in the name of the spiritual progress of the Ukrainian people".

Kulish's entire life path is a tireless search for the truth, the development of national culture in the field of fine writing and literary criticism, folkloristics and ethnography, history and historiosophy, journalism and pedagogy, linguistics and religion, journalism and publishing.

One can argue about one or another of P. Kulish's views, accept or not accept his extraordinary historiosophical ideas, but one cannot but admit that he sacrificially laid his entire conscious life on the altar of his enslaved native people for its cultural straightening and growth. After all, he had the opportunity to make a good career as an official or a scientist, to gain recognition from the Imperial Academy of Sciences or authoritative Russian universities. However, he neglected this, not even securing a pension for his old age. Instead, he kept his creative and human self, loyalty to himself, independence of thinking.

The assimilation of the topic continues in the process of applying tasks of anticipatory direction - reports on the following topics: "Black Council" by P. Kulish - encyclopedia of Ukrainian character studies", "Ukrainian national character of the heroes of P. Kulish's stories", "Girl's heart" as an idea of an organic combination of a person "natural" and educated".

Before summing up the lesson, you need to discuss with the students the information learned from the messages, which will ensure a more thorough understanding of the material: What was the artist like as a citizen? What is the significance of the activity of P. Kulish for our nation? What features of the characters of the writer's work do you consider perfect? Describe the national virtues of P. Kulish's heroes.

To systematize knowledge, develop schoolchildren's critical thinking, logic, ability to characterize the characters of works, as well as other literary competencies, we use the "Cluster" method, where the starting point is the concept of "P. Kulish", to which logical connections are established that summarize the educational material.

Conclusions. Therefore, the pedagogical potential of the positive hero of literary works can be used by applying innovative educational approaches. Methods and techniques of critical thinking development technology demonstrate effectiveness in teaching Ukrainian literature, contribute to conscious perception of educational material, evaluation of program works, heroes-characters, etc. Their implementation ensures a thorough study of the school course of Ukrainian literature by students, which is carried out in the process of their own discoveries and reasoning, collective discussion of problematic issues.

Thus, modern school literary education is focused on the formation of a citizen with developed patriotic virtues, a bearer of national culture, a competent speaker and reader engaged in self-education, active and responsible in public and personal life.

The study showed that in current textbooks on Ukrainian literature, the didactic-methodical apparatus is aimed at the emotional perception of the artistic image by the reader, better assimilation of the work, understanding of the features of the passionate character of the Ukrainian hero, who in the name of a high goal overcomes any obstacles, neglects the dangers for his own life, selflessly stands in defense of the Motherland, the people.

Orientation of students to social activity based on social skills, education of devotion in service to the Motherland, readiness to participate in state-building processes, ability to live together and cooperate in civil society was aimed at the subject-oriented elective course "Hero of a Personal Type in Literary Works of the 20th Century".

Implementation of the experience of formation of patriotism of the young generation can be carried out on the example of studying the images of heroes with the help of the technology of developing critical thinking, which is used for the interpretive analysis of an artistic work. The use of the methods "Teaching by opposites", "Structural review", "Cluster" contribute to a more thorough mastering of the school literature course, conscious perception of educational material, evaluation of program works, heroes-characters, etc.

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