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## MULTIMEDIA AS A TOOL OF PATRIOTIC EDUCATION OF STUDENTS

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**Abstract.** The article analyzes the problem of patriotic education of students by means of multimedia in a class-room environment. The author pays the main attention to both the creation of didactic materials for social and human sciences and the use of the interactive whiteboard in the educational process. Using these means, it is important for teachers to define the theme and the purposes of a lesson, to carry out structural and block distribution of the material and to outline the dynamics of its presentations as well as to prepare recommendations for self-study, questions for control and self-control etc. It is stressed that the principle of training interactivity is an important means of patriotic education of students.

**Keywords:** patriotic education, social studies, Humanities, high school, multimedia.

### 1. INTRODUCTION

Raising in students a sense of patriotism, citizenship, honor and dignity is the imperative of time. The so-called “hybrid war”, imposed on us by the Kremlin criminals, showed an expression of inimitable heroism, courage and love of the huge number of Ukrainian citizens. But we have to admit that this is one side of the coin. The war also found non-patriots, people unworthy of their homeland, traitors, fools and cowards, people who are willing to sell themselves for “a piece of rotten sausage” (T. Shevchenko).

It must be also admitted that despite the adopted “National Doctrine of Education Development”, “National Program on Patriotic Education and Spiritual Development of Citizens” and other state documents, patriotic education of youth was often carried out formally or was not implemented at all. The process of ambivalence and a split of personality consciousness were rapidly under way. Patriotism was preached only in words, but in fact public officials and businessmen plundered our country and cynically scoffed at spiritual and cultural values of the Ukrainian nation. Thus, in our deep conviction, patriotic education of youth is a nationwide problem. Real, non-pretended patriotism can give new impulse to the spiritual, moral and cultural rehabilitation of the people and formation in Ukraine genuine civil society. Only under these conditions, the concept of “Homeland”, “patriot”, “citizen” should prevail in the minds of the citizens of an independent Ukrainian state in whatever its corner they lived.

*The objective of the article* is the analysis of the impact multimedia capabilities on the process of patriotic education of students.

## 2. RESULTS AND DISCUSSION

*The main content of material presentation.* Philosophical, sociological, cultural, psychological, and pedagogical literature proves the nature of patriotism, its universal and concrete historical character, signs of manifestation, gives the characteristics of forms of the content of "Homeland" (V. Afanasyev, M. Berdyaev, G. Vashchenko, V. Vynnychenko, I. Gnatko, B. Grinchenko, A. Dukhnovych, T. Lyubenets, A. Makarenko, V. Soloviev, M. Stelmakhovych, K. Ushynskiy, I. Franko, M. Shashkevych, T. Shevchenko and others); studies contents and methods of patriotism education in pupils and students (I. Bech, A. Boyko, O. Vyshnevskiy, A. Dubasenyuk, I. Zyazyun, V. Kyrychok, L. Mishchenko, S. Melnychuk, O. Pavlenko, V. Slastionin, B. Stuparyk, V. Sukhomlynskiy and others); researches the possibility of forming patriotism in educational and extracurricular work (A. Aleksyuk, N. Anisimova, L. Bozhovich, I. Bazhanskiy, S. Honcharenko, K. Zhurba, L. Koshut, N. Nychkalo, M. Pantyuk, A. Pohribnyi, S. Rusova, S. Chavdarov, J. Chepiga, K. Chorna, I. Yushchyshyn). The most thoroughly scholars interpreted the content of the military-patriotic education of pupils and students of the former USSR (D. Volkohonov, R. Denysov, A. Yepishev, E. Levanova, A. Mylovydov, A. Nikulina, V. Farforovskiy and others).

As far as patriotism acquires special significance nowadays, there is a need to analyze the possibilities of multimedia influence in the process of its formation.

*Multimedia* is interactive tools that enable to conduct transactions with still pictures, videos, animated graphic images, text, speech and sound support [2, p. 481].

In this sense, nowadays multimedia is extremely efficient in carrying out patriotic education of students. Its use is effective both in class and extracurricular interactions in "human – human" system.

In modern conditions audience interaction in "human – human" system (teacher-student) is extremely diverse. It is impossible to describe closely all its aspects within the article, so let's focus on some of its components: creation of didactic material; use the interactive whiteboard in the educational process; training as a form of study.

### CREATION OF DIDACTIC MATERIAL

Today computer has almost unlimited opportunities concerning creation of didactic material, that is able to disclose the nature of the concepts of "patriotism", "Motherland", "patriotic education of children", "patriotic education of adults" and so on. This in its turn makes it possible to compare different approaches to their definition and even use as methodological principles. Especially social and human sciences ("Philosophy", "Culturology", "Political Science", "Sociology", "History of Ukraine", "Ukrainian literature", "Ukrainian language", "Psychology and Pedagogy", etc.) have great opportunities in the education of patriotism. For example, when learning the theme: "Formation and development of Ukrainian philosophy" it is advisable to create a didactic folder in which the names of philosophers, cultural, educational, religious figures of Kyivan Rus, the most famous representatives of Kyiv-Mohyla Academy, periods of Ukrainian renaissance and modernity would be represented in series. It is preferably to create folder with clearly identified theme, purpose of the lesson, structural and block division of material, outlined dynamics of its presentations as well as recommendations for self-study, questions for self-control and others.

It is important to show students how the ideas of national philosophers become methodological basis of the system of patriotic education. What is the potential of these ideas, their universality and the ability to be used nowadays? Extremely valuable is the idea of love to the Motherland, as the highest value. The following statements indicate the citizenship of their authors and are the benchmark for others:

“Know your land and you will know yourself”, “Though with dry bread, I will stay on my land” (H. Skovoroda);

“Love for the Motherland needs lamp and balm: as soon as balm of love in human’s heart dries, the lamp will die out” (P. Yurkevych);

“For your patriotism is festal dress,

For me it is hard work and fever unrestrainable...” (I. Franko).

On the other hand, the outstanding native philosophers never confined to a narrow understanding of the essence of patriotic education. Indeed, Ukraine is above anything else but patriotism is genuine when it is closely connected with respect for the other people who deserve it. Ivan Franko clearly and vividly wrote about this the following:

No! He who loves not all his kind,

As God sends to all sun and rain,

He cannot sincerely love thee,

O thou, my beloved Ukraine! [8, p. 83] (translated by Percival Cundy).

Almost every topic on the course “History of Ukraine” can include names of our patriots, heroes who often defended the country and its people at the expense of their own lives. And it is necessary that younger generation should know their names well. Notably, didactic folders have to be compiled so that analyzing retrospective one could see the perspective. It is important to convince the students of the main idea: spiritual and moral human loves and defends homeland, at any cost and at any time as if it were his/her own mother.

Love your Ukraine, love as you would the sun,  
The wind, the grasses and the streams together...  
Love her in happy hours, when joys are won,  
And love her in her time of stormy weather.

Love her in love, in labour, and in fight,  
As if she were a song at heaven’s portal...  
Love her with all your heart and all your might,

And with her glory we shall be immortal [7, p. 353] (translated by C. H. Andrusyshyn and Watson Kirkconnell).

And yet none of the patriots should be forgotten. We should resist foreign and unfortunately native (D. Blazheiovskiy, O. Buzyna etc.) falsifiers of the history of Ukraine. For example, D. Blazheiovskiy abased himself so far as to refer to praised by nation P. Sagaidachnyi and B. Khmelnytsky as “Cain”, “Quisling”, “fool” and so on [1, p. 172, p. 188]. In our opinion, it is important that the didactic material should more intelligently, accessibly and convincingly show that our modern soldiers die not for “something worthless”, but for free, independent, and democratic Ukraine. They assert spirit of the nation, proving insuperability of our nation before the whole world.

Many university professors often use modern information and communication technologies for studying the subjects “Ukrainian Literature” and “Ukrainian language”. Here the possibilities in terms of patriotic education are endless.

There are a lot of works in national literature that anyway concern the ideas of patriotism, civic consciousness, honor, and dignity. The idea of patriotism is the most clearly represented in the works by T. Shevchenko, I. Franko, Lesia Ukrainka, M. Kotsiubynsky, M. Rylsky, P. Tychyna, V. Sosiura, M. Bazhan, A. Malyshko, V. Symonenko, P. Zahrebelnyi, O. Dovzhenko and other Ukrainian poets and writers. Works of each of them can be included to a separate folder in which the student would be provided with the additional materials for personal learning.

Of course, one cannot neglect the opportunities of the patriotic education of students by means of special disciplines. Here, in our opinion, should be some differentiation. Thus, preparing didactic material for the students, teacher should consider their profession. If a student is going to become a law expert, didactic material in the folder has to highlight it. If the didactic folder is prepared for the future

economist, it must also have its proper content. For example, in Soviet times, Ukrainian scientists-economists were hardly represented in the academic literature. Nowadays the situation has changed, but so far many Ukrainians of this branch are considered to be Russian scientists (M. Baludianskyi, V. Karazin, I. Stepanov, I. Vernadsky, M. Bunhe, M. Tugan-Baranowski and others). Meanwhile, it is interesting to know that Mykhailo Baludianskyi, who was born in Transcarpathia and was the economist of the European scale, headed the St. Petersburg University; Vasyl Karazin was the first head of the Kharkiv Classical University; management and cooperation theorist Mikhailo Tugan-Baranovskyi was forced to work abroad, but wholeheartedly loved Ukraine and willed to bury his body in Odessa.

With over 45 years of teaching experience I noticed a considerable gap in future teachers' knowledge of native psychologists and teachers, their contribution to the development of psychology and pedagogy, their selfless service to the people. Meanwhile, A. Makarenko educational system is widely known and used in European countries. Works by V. Sukhomlynskyi are published in millions of copies in China and Japan. In our independent state works by V. Sukhomlynskyi (except for some) are almost not republished. The same concerns selected educational work by Ivan Franko, and many other national psychologists and educators. These works have a huge charge necessary for patriotic education of youth. This situation can and should be corrected by creating special high-quality electronic publications.

*The use of interactive whiteboard for the purpose of patriotic education of students.*

Interactive whiteboard is a key element of the interactive system consisting of a projector, computer, interactive whiteboard driver and specialized software. They are divided into two classes, depending on the placement of the projector, namely with front and back projection. Boards of front projection are the most common, but have a significant drawback: the reporter can cover a part of the image. Boards of back projection, where the projector is behind the screen are much more expensive and take more space in the audience than the board of front projection. Since the screen works on the inside light, the problems of image visibility under high angles are possible.

Recently, special models of projector with short-focal lens, designed for use with interactive boards appeared in the market [2, p. 388-389].

With the help of interactive whiteboard teacher can select the material that will be aimed at patriotic education of students. For example, if a teacher wants to tell about a hero, defender of Ukraine, it is easy to find and project biographical information about him, depict his moral and professional qualities, reveal the nature of his act or deed etc. Interactive whiteboard allows previewing the composed material, analyzing its content and getting rid of all the excess or secondary. It is clear that any action of an individual is determined by ideology, personal orientation and beliefs. Information, illustration, generalization, and systematization of the material certainly depend on the ability of a teacher to use such a universal tool as the interactive whiteboard.

It makes sense to use training principle of interactivity in the patriotic education of students. The modern concept of training has leading notions of psychological influence and personality changes. The majority of teachers consider training as a form of psychological impact, as the complex of active group methods and as the process that mediates the effect on the individual. Thus, such practice of psychological impact is usually based on active methods of group work.

The key idea of any training work is to try to contribute to the development of a personality by removing restrictions, complexes and releasing its potential. In other words, this is the idea of changing the transformation of human "Self" in a changing world. Especially such trainings are necessary for cadets – the future officers who can find themselves in extraordinary, combat situations, as the modern war shows. Very often under such circumstances soldier must overcome fear, show courage and endurance to accomplish a combat mission as a true patriot. Therefore, even in peacetime, in conditions most closely to the military it is important to deliver training based on the principle of interactivity. Application of this principle is thoroughly described in the textbook, published under the editorship of Professor M. Smulson [3].

The system of patriotic education of children and youth in Ukraine under the conditions of modernization changes is thoroughly described by scientists of the Institute of Education Problems of the National Academy of Educational Sciences of Ukraine [6].

### 3. CONCLUSIONS

In view of the above said the following can be concluded:

1. Patriotic education of students is urgent need for survival and development of the society.
2. Multimedia is an important modern means of patriotic education of students. It can be effectively used both during training and out of classroom activities.

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У статті аналізується проблема патріотичного виховання студентської молоді засобом мультимедіа під час аудиторних занять. Головна увага зосереджується на створенні дидактичного матеріалу для соціально-гуманітарних дисциплін, а також використання інтерактивної дошки у навчально-виховному процесі вищої школи. Задіюючи ці засоби, важливо, щоб педагогом були чітко визначені тема, мета заняття, здійснено структурно-блоковий поділ матеріалу, окреслена динаміка його презентації, а також рекомендації щодо самостійного вивчення теми, запитання для контролю і

самоконтролю тощо. Наголошується, що важливим засобом патріотичного виховання студентської молоді є принцип тренінгової інтерактивності.

**Ключові слова:** патріотичне виховання, соціальні та гуманітарні дисципліни, вища школа, мультимедіа.