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A COMPARATIVE STUDY OF CHINESE AND BELARUSIAN RESEARCHERS' IDEAS ON THE PROCESS, METHODS AND FORMS OF PATRIOTISM AND CIVICISM DEVELOPMENT IN UNIVERSITY STUDENTS

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The purpose of the article is to analyse and summarize Chinese and Belarusian studies addressing the problem of understanding the process, methods and forms of patriotism and civicism development in young people. According to the undertaken literature analysis, there is a terminological ambiguity regarding the conceptualization of the process of patriotism and civicism development in students. The process of patriotism and civicism development is indicated in several terminological ways as 1) as civil-patriotic upbringing; 2) as two separate areas: civil upbringing and patriotic upbringing; 3) as a process of civil or civil-patriotic socialization; 4) as civil education. The literature analysis also shows that there are many similarities between China and Belarus in the understanding civic-patriotism development process. The article provides the author's empirical data regarding Belarusian university lecturers' understanding differences between the mentioned terms. As the authors think, the survey results may have been caused by the terminological mix-up existing in the academic discourse.

Keywords: patriotism, civicism, civil-patriotic upbringing, civil-patriotic socialization, civil upbringing, patriotic upbringing, civil education, higher education.

Introduction. Students are not only the reserve force to promote current social development, but also the main force of future social development. Therefore, it is of vital practical significance for students to possess patriotism and civicism [1]. Over the past hundred years, the Communist Party of China has used different ways to carry out patriotism education for young people, forming a path of patriotism education methods with Chinese characteristics, reflecting the CPC's practical character of seeking truth, being pragmatic, pioneering and innovative [2].

It must be mentioned, that in both Belarusian and Chinese sources, two main words are used in application to this area: “upbringing” and “education”, having some different meanings.

In general, education refers to the systematic knowledge transmission and skill training. It is usually conducted in educational institutions with clear objectives, curriculum and evaluation criteria.

As for the term “upbringing”, it mostly implies the development of personality characteristics, traits and attitudes; it refers to the early cultivation of individuals in the family and social environment, especially through the daily care, education and influence of parents or guardians, including moral character, behavior habits and other aspects of the personality cultivation. There is also terminological ambiguity regarding the conceptualization of the process of patriotism and civicism development in the theory and practice of education as a whole.

The purpose of the article is to analyse and summarize Chinese and Belarusian studies addressing the problem of understanding the process, methods and forms of patriotism and civicism development in young people. The research purpose led us to a particular set of methods, among which were the method of literature analyses and the generalization method. We also applied a survey method based on a questionnaire to support the undertaken study with some empirical data.

Main part. I. The process of the development of patriotism and civicism in students. The process of patriotism and civicism development is indicated in modern sources on the problem in several terminological ways:

- 1) as civil-patriotic upbringing;
- 2) as two separate areas: civil upbringing and patriotic upbringing;
- 3) as a process of civil or civil-patriotic socialization;
- 4) as civil education.

The terminological ambiguity regarding the conceptualization of the process of patriotism and civicism development in students often begets misunderstanding among educators-practitioners.

For our research, we randomly selected 67 university lecturers from Belarusian higher education institutions. They were asked whether they can you list any differences between the terms “civil-patriotic upbringing”, “civil-patriotic socialization”, “civil upbringing”, “patriotic upbringing”, and “civil education”. The survey data are provided in Table 1.

Table 1. – University lecturers’ answers to the question about terms

Differences mentioned			
0	1	2	3 and more
5,97%	22,38%	47,76%	20,89%

As the data show, more than 5% of the respondents could not list any differences between the terms “civil-patriotic upbringing”, “civil-patriotic socialization”, “civil upbringing”, “patriotic upbringing”, and “civil-patriotic socialization”. Around half of the respondents (47,76%) managed to mention two ones. Only 20,89% of surveyed lecturers listed 3 and

more differences at least between two terms out of the five. Those results may have been caused by the terminological mix-up existing in academic discourse. That is why it is important to shed some light on the understanding those terms in various sources.

The process of the patriotism and civicism development in China is influenced by traditional culture, history and politics.

In ancient China, there was no clear distinction between civicism and patriotism at the beginning, and it was more reflected in the core values of Confucianism, such as “loyalty” and “filial piety”. Loyalty emphasizes the citizens' loyalty to the monarch and the country, and the filial piety culture emphasizes the family responsibility and social responsibility. Although these ideas are not entirely equivalent to modern citizenship, but to a certain extent cultivate individual sense of responsibility to society.

Real civic education in China was born in the early 20th century. In the late 19th century to the early 20th century, after experiencing foreign aggression and internal chaos, the related topic of citizenship and patriotism gradually began to sprout. Especially after the first Opium War, China became a semi-colonial and semi-feudal country. At that time, the concept of “education saves the country” gradually appeared in the Chinese society, and the core of patriotism began to revolt against the invaders and the restoration of national independence.

Through the long development process, it can be seen that China's patriotism education shows an overall trend of integration and spiral rise. “Spiral rise” is the inherent requirement of the integration of patriotic education. The educational content of each learning section is not unrepeatable, but to realize meaningful and progressive repetition [3]. Not only that requires the introduction of patriotism education to deep learning, but also requires the establishment of a flexible mechanism of patriotism education.

In addition, some scholars have discussed the related elements and value mission of patriotism education from different angles, but few people have clearly defined the essence of the concept of patriotism education. Although the connotation of patriotism education has not yet been unified defined, the academic consensus has been formed on the core view that patriotism education is the unity of the patriotic cognition, emotion, will and behavior of the educated through certain media and according to the requirements of certain society.

In Belarus, civicism and patriotism also developed in their unique historical, political and social context.

Since the ideological and political work of the Soviet period was centered on the promotion of communist values, at that time mainly implemented unified ideological education, conveyed the ideas of socialism and communism to citizens through various ways, stimulated the citizens' political enthusiasm and sense of participation, cultivated citizens' collectivism and patriotism.

After the collapse of the Soviet Union, the Republic of Belarus began to explore the path of patriotic education with its own characteristics, carried forward the national culture and historical tradition, emphasized national independence and national identity, and gradually constructed a patriotic education system with Belarusian national characteristics.

In Belarusian theory and practice of education, in many cases it is customary to combine together the processes of the development of patriotism and civicism, therefore, in the corresponding discourse it is customary to meet the term “civil-patriotic upbringing”. Scientists explain this by the fact that “possessing the qualities of civicism is associated with a sense of patriotism: just as without patriotism there can be no civicism, so without civicism there can be no patriotism” [4, p. 6].

Civil-patriotic upbringing in the Republic of Belarus is considered as the leading, backbone direction of youth upbringing, ideological and educational work in institutions of higher education [5]. As noted by A.N. Sender and T.V. Sokolova, “the main component of upbringing is civil-patriotic upbringing, aimed at the formation of active inner civil position, patriotism, national identity in students on the basis of state ideology, legal, political and information culture” [6]. Scientists emphasize that the civil-patriotic upbringing of students is aimed at educating a patriotic citizen – “a young man with an active civic position, national identity, respecting the culture, traditions of the Belarusian people, ready to actively serve their country” [7, p. 129]. At the same time, noting the comprehensive nature of civil-patriotic upbringing, its social nature, the researchers indicate that “one of the most important elements of civil-patriotic upbringing will be the strength of unity of all citizens of the country, regardless of political views, religious beliefs, nationality” [8, p. 139].

The concepts of “civic upbringing” and “patriotic upbringing” are considered by researchers in two aspects:

- 1) in terms of the target reference points of these processes;
- 2) in terms of the organization of these processes (the activities of those being educated and/or their teachers).

Thus, from the point of view of the target reference points, O.M. Doroshko believes that “patriotic upbringing can be considered as a process and result of the development of students' knowledge on patriotism, moral attitudes that are realized in patriotic activities” [9, p. 11].

The interpretation from the point of view of the target reference points allowed I.I. Kazimirskaya to define the concept of “civil upbringing” as a process of the forming of integral qualities of a person, allowing him to feel legally, socially, morally and politically capable [10].

From an organizational point of view, researchers believe that the process of civil upbringing “should be considered as a holistic system, including not only educational, but also extracurricular activities, covering theoretical, research and practice-oriented areas of activity” [11, p. 147].

A number of researchers propose to use the concept of “civil socialization” in this educational field, including here both pedagogical and social mechanisms for the development of the necessary personal traits [12].

Thus, N.M. Zvezdkin writes that “it seems expedient to use the concept of purposeful civil socialization as a controlled process of acquiring social experience and forming the moral and value sphere of a person, built on familiarizing an individual with the real life of society and practical involvement in it” [5, p. 142].

L.A. Gaschenko introduced the concept of “civil-patriotic socialization” for the first time in theory [13]. And in this regard, according to the researcher, civil-patriotic upbringing is only a part of civil-patriotic socialization.

Less commonly used in the scientific literature, the term “civil education”, according to the interpretation of A.A. Sokolova, “is the integration of ethics, law, economics, social philosophy, political science, which, along with jurisprudence and political psychology, acts as the basic component for creating a model of civil education” [14, p. 69].

Researchers note the need for a comprehensive influence on the person in the process of forming civil-patriotic qualities on the part of various social institutions, as well as on all sides of the person: intellectual, behavioural, emotional-sensual, motivational. S.V. Panov and V.N. Punchik point out that “the space of patriotic upbringing of young people, being pedagogically organized, is associated with information, educational, and social activities, in which, within the framework of interpersonal relations, all the subjects of the educational process, indicated in the model, interact: the family, the youth themselves, the staff of higher education institutions, state institutions and public organizations” [15, p. 16].

Nevertheless, in regulatory documents and a number of works of researchers, the concepts of “civil upbringing” and “patriotic upbringing” are differentiated to some extent.

Thus, “The Conception of Continuous Education of Children and Young Students” and the corresponding “Program of Continuous Education of Children and Young Students for 2021-2025” terminologically separate these concepts, although they are presented meaningfully in a single manner¹ [**Ошибка! Источник ссылки не найден.**]. These documents highlight civil and patriotic upbringing aimed at the formation of an active civil position, patriotism, legal-political, and information culture.

In general, the evolution of citizenship and patriotism education in China and Belarus can be summarized into three main stages: ideological germination stage, transformation and exploration stage, and innovation and exploration stage. In terms of the overall development trend, both China and Belarus have obvious growth and gradually show the characteristics of diversified integration. Table 2 lists the iconic characteristics of China’s and Belarus’s tendencies in patriotic education by stage respectively.

Table 2. – China’s and Belarus’s tendencies in patriotic education by stage

Stages	The People's Republic of China	The Republic of Belarus
The first stage: thought germination	After the Opium War, saving the nation became the goal of the Chinese people at that time. Traditional patriotic thought was combined with the concept of western nations and states, and patriotic education arose. The school organized relevant courses to publicize patriotic thoughts, and many patriots arouse their patriotic feelings by giving speeches and publishing newspapers and periodicals	The initial foundation laying of the former Soviet Union period. Under the Soviet education system, citizens received patriotic education with socialism ideas as the core, emphasizing the unity of all nationalities in the Soviet Union and their loyalty to the Soviet Union. The Great Patriotic War became an important educational material for people to remember the great sacrifices and contributions they made to the defense of the Soviet Union
The second stage: transformation and exploration	After 1949, China's patriotic education centered on socialist construction, emphasizing the maintenance of national integrity and building socialism. To stimulate the enthusiasm and enthusiasm of people in building the country by popularizing socialist ideas and publicizing heroes and models	From the early 1990s to 1994, Belarus began to emphasize national independence and national sovereignty, gradually combined patriotism education with national culture and historical traditions, and constructed a patriotic education content with Belarusian characteristics as the main body
The third stage: innovation and integration	Current patriotism emphasizes the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and pays attention to the innovation, pertinence and effectiveness of education	Under the leadership of President Alexander Lukashenko, the model of patriotic education with state guidance and social participation was formed, giving full play to the role of civil society organizations and religious organizations and carrying out a variety of patriotic education activities

Having considered the variety of approaches to understanding the process of the patriotism and civicism development identified in modern literature, it makes sense to turn to investigation of the methods and forms of implementation of this process, proposed by researchers.

¹ Концепция непрерывного воспитания детей и учащейся молодежи: утв. постановлением М-ва образования Респ. Беларусь от 15.07.2015 № 82 // Национальный образовательный портал. – URL: <https://vosпитание.edu.by/organizatsiya-vospitaniya/normativnye-pravovye-dokumenty.html> (дата обращения: 19.02.2024).

II. Methods and forms of the civil and patriotic traits development. As the concepts of civicism and patriotism are constantly changing with the development of society, some citizens are confused about the issues of “what”, “why” and “how” in the process of political multi-polarization, economic globalization and regionalization, cultural diversification and the in-depth development of social informatization.

The procedural side of civil-patriotic upbringing practice requires a convincing and unambiguous justification of methods and organizational forms.

In pedagogical theory, a unified approach to determining the essence of methods and forms of education/upbringing has not yet been formed. In the “Russian Pedagogical Encyclopedia” at the end of the twentieth century, it was emphasized that “in the theory and practice of upbringing, the problem of methods is one of the most difficult and controversial topics. There is no clarity in the terminology of the methods of upbringing: the same concepts can be called methods, principles, techniques, etc. Almost every teacher has a subjective idea of the methods of upbringing, including depending on the specific goals and objectives of upbringing. There is also no unified systematics of methods of upbringing” [6, p. 570].

No less difficult is the problem of determining the actual number and scientific description of organizational forms of upbringing. According to researchers, the collections of forms of upbringing of some methodologists include several thousand items [177], so only their listing will take more than a dozen pages.

In China, method and form are two different concepts. In the field of pedagogy, methods usually refer to teaching strategies or means, such as teaching, discussion, and practical methods. The form is the specific expression of these methods, such as the form of class teaching, community service, visiting the memorial hall and a series of specific activities. Similarly, in civicism and patriotism education, the method focuses on providing strategies for the realization of educational goals, with direction and guidance; the form is the external expression of the method, the carrier or specific operation of educational activities.

In recent years, Chinese citizenship and patriotism education methods are no longer just a single traditional method, but more focused on the combination of various forms. The main methods include the following aspects:

First of all, theory and practice are combined. Patriotism education should fully explore and excavate the combination of professional knowledge and superior resources and ideological and political elements [8], to maximize the patriotism education function of their respective disciplines and majors. In the process of education, educators should not only teach theoretical knowledge, but also let students personally participate in and experience it through practical activities.

Second, the combination of explicit education with implicit education. Explicit education is a direct and conscious educational activity, such as teaching patriotic theme courses in class. Classroom teaching is always the most important channel for colleges and universities to carry out patriotic education, and also the most direct way for students to systematically learn the theoretical knowledge of patriotism [1919]. Different from explicit education, implicit education is an indirect influence through the environment and culture, such as campus culture construction or ritual activities.

Third, integrated and systematic construction, which refers to the cohesion and coherence between different stages of education. Educational institutions need to set educational goals and contents according to different stages to ensure that students receive appropriate patriotic education at different ages and avoid duplication or fault.

Fourth, home-school cooperation. Patriotism education is not only conducted in schools, but also the family plays an important role. In ancient China, some scholars pointed out that “the family is the smallest unit of the country, the country is the extension of the meaning and the value of the family”, “the family is the cornerstone, and the country is the guarantee” [200, p. 83].

Fifth, the innovative method of multiple integration. For example, use digital technology to play the role of grass-roots Party organizations [1]. In recent years, many education bases have used modern technologies such as VR and AR, combined with multiple forms such as art and film to conduct immersive education, develop patriotic themed games or use social media for publicity. And to expand their horizons through international exchanges and spread patriotism through literary and artistic works.

In Belarus, there are equally many methods of civic and patriotic education. As methods of the development of civil-patriotic traits in students, in the XXI century, mainly traditional methods of upbringing are proposed. For instance, such method as the setting of a positive example. E. V. Zakharova believes that the upbringing of civic qualities “can be realized only by setting a personal example to young people” [222, p. 36].

Among the methods of organizing civil-patriotic upbringing of students there are also “situations of a civil-patriotic orientation (meetings with public figures, civil servants, representatives of public youth organizations and associations, veterans of the Great Patriotic War and veterans of labour; discussion of thematic publications, regulatory documents, legislative acts)... Creating problem situations that cause a conflict between students’ knowledge and experience that necessary to solve the problems (thematic discussions, open dialogue platforms, competitive tasks, quizzes, games, trainings)” [3, p. 58].

Researchers also distinguish in a separate group of methods the so-called interactive methods, “based on the reflective-activity position of all participants in the pedagogical process” [244, p. 90]. Interactive methods are used to form civil and patriotic qualities and include social design, case-studies, conferences, trainings, gamified seminars, role-playing, business games and quests.

Among the methods of civil-patriotic upbringing of students, the authors of research works list disputes, conversations, competitions, situational-role-playing games, business games, sociodramas, socio-psychological trainings,

intellectual auctions, a method for analyzing social situations of a moral and ethical nature, a method of projects. These methods are categorized by the researchers as imitation-game and problem-situational methods that allow students to be in the position of an active participant.

Forms are the external expression of methods, and education can achieve positive cultivation in different social groups through different forms.

Some scholars put forward that patriotism should develop from the spontaneous state to the conscious direction, and become the lofty patriotic spirit and action of individuals [25]. Through these forms, citizens can better understand their social responsibilities and roles, so as to make positive contributions to social development and national construction. At the National Conference on Ideological and Political Work in Colleges and Universities, Xi Jinping stressed that “we should make good use of classroom teaching” and “make all kinds of courses and ideological and political theory courses go together in the same direction to form a synergistic effect” [26, p. 266]. Therefore, patriotism education must be integrated with curriculum teaching, and it should be closely combined with the three important links of classroom, teaching materials and students' characteristics, so as to realize a standardized and systematic form of education.

Patriotism education is rich in forms, and they can be divided into the following categories after summarizing and classifying their contents (Table 3).

Table 3. – The forms of patriotic education and their contents

Forms	Contents
Courses	History education, moral courses, special lectures, ideological and political education
Social practice	Community volunteer service, public welfare fundraising, and social research
Culture propaganda	Promotion of traditional festivals, ceremonies, literary classics and film and television works
Media interaction	Participate in online public issues discussion and make educational short videos
Simulation	Student council, public policy debate competition, immersive experience
National defense education	Military training, national defense knowledge lectures, military experience activities
Legal education	Court audit, legal knowledge competition, constitutional publicity activities
International communication	Cross-cultural exchanges, student-related exchange programs, and diplomatic activities, etc.

In Belarus, the upbringing of patriotism is conceptually inscribed in the general field of the upbringing process, so researchers do not consider it necessary to single out and develop some extraordinary methods and forms of its implementation. As the analysis of the studies shows, a number of researchers recognize the presence of a variety of forms of development of civil-patriotic traits, and propose to categorize the available forms into two groups: traditional and non-traditional (innovative) ones.

According to P.I. Bondar, “objective reality determines the need for an updated system of civil-patriotic upbringing of young people. Its essence lies in the application of traditional and innovative methods and forms of educational work, imbued with the spirit of the lessons of history and modern geopolitics, topical problems of post-Soviet modernization” [277, p. 43]. This is not only a respect for historical memory, but also a reflection of people's continuous planning for their future development.

A number of researchers also point to the complexity of the process of civil-patriotic upbringing of students, paying attention to the need to involve all aspects of the education process (training sessions, information and educational hours, extracurricular leisure activities, research and practical conferences, forms of tourism and local history work, volunteer groups, etc.), i.e. classroom and non-classroom work. Guided by this approach, the researchers divide forms of upbringing according to the mentioned aspects as follows:

- “using the educational potential of all curricular disciplines studied in education institutions;
- awareness-raising work through informational and educational hours dedicated to significant events in the history of our state;
- holding various contests, quizzes, debates on the knowledge in the history, culture and state symbols of Belarus;
- organization of research conferences;
- touristic and local history search work, and museum work;
- organization of literary and musical, theatrical clubs;
- volunteer groups' work, patronage of participants in the Great Patriotic War, former home front workers, families of diseased militaries, labour veterans;
- creation of videos, multimedia presentations, photo exhibitions;
- holding celebrations and festivals of the national culture;
- organization of tourist rallies, sports events, military sports games, sports and entertainment programs, bike trips” [4, p. 6].

Scientists emphasize the educational potential of the curricular disciplines of the social and humanitarian block in the development of the qualities of civicism and patriotism in students. Studies note the potential of performing course works and theses in the development of civil and patriotic qualities in students.

As a special category, some scientists distinguish the so-called active forms of civil-patriotic education, which include quizzes, quests, excursions, network games, etc. They call active the forms “which suggest that students to a greater extent become subjects of activity, perform creative, problematic tasks” [6, p. 112].

Significant attention in civil-patriotic upbringing is given by researchers to the development of the volunteer movement, “since volunteering as a socially significant activity aimed at providing voluntary gratuitous assistance to people creates conditions for students to live through the situations that contribute to the development of their new knowledge and social experience” [6, p.113]. The researchers also focus on youth public associations and military-patriotic clubs [288].

Conclusion. To summarise, in the first quarter of the 21st century, Belarusian researchers developed a significant amount of theoretical and methodological ideas on the problem of the development of civil and patriotic traits in students. Nevertheless, it is fair to say that these ideas often have a contradictory character. A number of issues are still interpreted ambiguously by some scholars. Until now, the scientific literature has not formed a unified approach to determining the essence of patriotism and civicism, as well as the holistic process of their upbringing, its procedural and methodological foundations.

Through comparison, we can find that there are many similarities between China and Belarus in the civic-patriotism development process. Both China and Belarus regard education institution as the main front of patriotism education, and are good at using historical events and figures to carry out patriotic education, and pay attention to setting examples to guide citizens. In China, there are courses on ideology and moral character, history and society in primary and secondary schools, and ideological and political theory courses in universities to systematically teach national history, culture and values. Belarus has also set up courses on history and culture in various educational institutions, so that students can understand the development process of the country and the national spirit.

Due to the different priorities of national policies, national culture and educational resources, China and Belarus have also maintained their own characteristics in the process of civic patriotism education. China's patriotism education is closely linked to the Communist Party of China. Patriotism education is usually led by the Communist Party of China to stimulate the inheritance spirit of citizens. Belarus organizes more different forms of activities to stimulate civic sense of participation and patriotism. As a multi-ethnic country, China and its government pay attention to the integration and common development of various ethnic cultures, and emphasizes the pattern of pluralistic integration of the Chinese nation. The national composition of Belarus is relatively simple compared with China, mainly focusing on the national culture and history of Belarus, highlighting the unique national characteristics and traditions.

Although there are differences, it is certain that both China and Belarus have rooted the spirit of citizenship and patriotism in the spirit of citizenship in the daily life of every citizen through systematic educational and cultural activities, thus promoting social unity and the steady development of the country.

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СРАВНИТЕЛЬНОЕ ИССЛЕДОВАНИЕ ИДЕЙ КИТАЙСКИХ И БЕЛОРУССКИХ УЧЕНЫХ О ПРОЦЕССЕ, МЕТОДАХ И ФОРМАХ РАЗВИТИЯ ПАТРИОТИЗМА И ГРАЖДАНСТВЕННОСТИ У СТУДЕНТОВ УНИВЕРСИТЕТА

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Анализируются и обобщаются китайские и белорусские исследования, посвященные проблеме интерпретации процесса, методов и форм развития патриотизма и гражданственности у молодежи. Согласно проведенному анализу литературы, существует терминологическая двусмысленность в вопросе концептуализации процесса развития патриотизма и гражданственности у студентов. Процесс развития патриотизма и гражданственности определяется несколькими терминологическими способами: 1) гражданско-патриотическое воспитание; 2) два отдельных направления: гражданское воспитание и патриотическое воспитание; 3) процесс гражданской или гражданско-патриотической социализации; 4) гражданское образование. Анализ литературы также показывает, что между Китаем и Беларусью есть много общего в трактовке процесса развития гражданственности и патриотизма. Приводятся эмпирические данные автора о недостаточном понимании преподавателями белорусских университетов различий между указанными терминами. Как полагают авторы, результаты опроса могли быть обусловлены терминологической неоднозначностью, существующей в академическом дискурсе.

Ключевые слова: патриотизм, гражданственность, гражданско-патриотическое воспитание, гражданско-патриотическая социализация, гражданское воспитание, патриотическое воспитание, гражданское образование, высшее образование.