

УДК 37.011

DOI 10.52928/2070-1640-2026-45-1-43-51

SYSTEMATIZING CIVIC PATRIOTISM EDUCATION
IN BELARUSIAN HIGHER EDUCATION:
CURRICULUM UNIFORMITY, INSTITUTIONAL PRACTICES AND A TRIPARTITE METHODOLOGY

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The purpose of the article is to examine the system of civic patriotism education in Belarusian higher education through three interconnected dimensions: curriculum framework, institutional implementation, and underlying methodology. Drawing on document analysis of national regulations and comparative study of 13 representative institutions – including top-tier, specialized, regional, and military universities – the article identifies a vertically integrated and nationally standardized model. A questionnaire survey of 78 students from three universities supplements the analysis. The findings reveal that civic patriotism education is organized through a tripartite methodology comprising a value-oriented approach centred on historical memory and state ideology, an activity-based approach realized through volunteer service, museum pedagogy, and BRSM-led initiatives, and a hierarchical cultivation approach progressing from undergraduate cognitive formation to graduate-level professional responsibility. Survey results indicate that 82% of students report improved attitudes toward Belarus, and 87.2% support mandatory patriotic education. The article concludes that the Belarusian model combines curricular uniformity with institutional adaptation, offering potential reference value for other states seeking to integrate civic values into higher education.

Keywords: civic patriotism education, higher education, Belarus, curriculum standardization, institutional practices, patriotic education, civic identity.

Introduction. In contemporary state education systems, patriotism education is often presented as a strategic means of shaping civic identity, social cohesion, and political loyalty among younger generations [1; 2]. In the Belarusian case, this orientation is especially explicit: patriotism education is understood as requiring correct state guidance and broad social participation, particularly in relation to youth. At the same time, Belarus represents a distinctive post-Soviet case because it has preserved a highly centralized and continuous model of civic-patriotic education, in which the Ministry of Education formulates and coordinates nationally consistent curricular requirements across higher education institutions [2].

Sources show that civic patriotism education in Belarusian universities is not limited to isolated ideological courses, but is embedded in a systematic framework combining compulsory subjects, auxiliary cultural content, military training, university orientation modules, extracurricular practice, and postgraduate methodological preparation. This framework extends across the full higher education cycle and is implemented through state planning, university administrative structures, the Belarusian Republican Youth Union, military departments, museums, veterans' organizations, and other social actors. Such continuity makes Belarus an important case for examining how patriotic education functions not only as policy discourse but also as an organized educational system.

However, analysed sources also indicate a clear gap in the field [3; 4]. English-language discussion of Belarusian patriotism education remains limited, especially with regard to the concrete operational mechanisms of university-level implementation. Existing attention tends to emphasize policy goals and ideological intention, whereas the more practical dimensions of the system – such as curriculum structure, institutional variation, concrete educational activities, and the synthesis of an overarching methodology – have received much less focused treatment.

This article addresses that gap by examining civic patriotism education in Belarusian higher education through three interconnected dimensions: curriculum framework, institutional practice, and comprehensive methodology. Drawing on evidence from 13 representative institutions, including a top-tier national university, specialized institutions, regional state universities, and a military academy, the study explores how a nationally standardized educational agenda is translated into differentiated institutional forms. In this way, the article aims to clarify the internal logic and operational pathways of civic patriotism education in Belarusian universities.

Main part. This study employs a qualitative-comparative research design combined with a limited empirical survey component to examine civic patriotism education in Belarusian higher education through three analytical dimensions: curriculum structure, institutional implementation, and underlying methodology. The qualitative part is based on document analysis of national educational regulations, curricular descriptions, and publicly available materials from 13 representative higher education institutions, including a flagship national university, specialized universities, regional universities, and a military academy, followed by comparative and typological analysis to identify common patterns and institutional variations in the organization of patriotic education. In addition, the article uses analytical synthesis to reconstruct the tripartite methodology of the Belarusian model as value-oriented, activity-based, and hierarchical. To supplement the institutional analysis with direct student-level evidence, a questionnaire survey of 78 students from three Belarusian universities was incorporated, and the responses were interpreted descriptively to assess participation, attitudes, and perceived effectiveness of different educational formats; at the same time, the study recognizes the limits of this empirical component, including modest sample size, self-report bias, and restricted generalizability.

Accordingly, the study is guided by three research questions. First, what is the formal curriculum structure for civic patriotism education in Belarusian higher education institutions? Second, how do different types of institutions – top-tier, specialized, regional, and military – implement these requirements in educational practice? Third, what underlying methodology unifies these diverse curricular and extracurricular activities into a coherent model of civic patriotism education?

I. The Uniform Curriculum Framework for Civic Patriotism Education.

National Standardization. A central feature of civic patriotism education in Belarusian higher education is its strong degree of national standardization [2]. Curricula are formulated and implemented under the authority of the Ministry of Education of Belarus, which ensures a high level of consistency across institutions. As a result, patriotism education is not treated as an optional or locally defined activity, but as a structured part of the national higher education system.

The curriculum framework spans the full higher education cycle and is organized by academic stage. At the undergraduate and college level, it combines core compulsory courses with auxiliary and integrated modules; at the Master's and Ph.D. levels, it continues through methodology- and pedagogy-oriented subjects. This arrangement demonstrates that civic patriotism education is designed as a vertically integrated curriculum linking foundational knowledge, civic formation, and professional transmission of values.

Undergraduate Core Compulsory Courses. At the undergraduate level, the curriculum is built around a set of compulsory courses that establish the main historical, ideological, linguistic, and defense-related dimensions of patriotism education. Together, these subjects construct patriotism as a multidimensional disposition grounded in historical knowledge, political identification, cultural belonging, and civic responsibility.

History of Belarusian Statehood is a 3-credit course with a total workload of 108 hours. It is interdisciplinary and practice-oriented, focusing on the historical development of Belarusian statehood, state institutions, and the evolution of the country in relation to both internal and global processes. Offered nationwide since 2022, it provides first-year students with a standardized historical narrative of Belarusian sovereignty and state legitimacy.

Foundations of the Ideology of the Belarusian State usually carries 2 credits and 72 hours. The course examines the political system of Belarus, its social values, and national development strategies, while also addressing the historical and legal roots of state ideology. Its main function is to promote recognition of the state's institutional structure and official developmental path.

The Great Patriotic War of the Soviet People is also standardized at 2 credits and 72 hours. It follows a four-phase structure covering the beginning of the war, occupation and resistance, liberation of Belarus, and the victory's historical significance. The course emphasizes historical truth, the memory of wartime suffering and victory, and, since 2023, includes the module "Genocide of the Belarusian People" as an important assessed component.

Belarusian Language: Professional Lexicon expands patriotic education into the field of language and professional communication. Usually worth 2 credits, it develops students' capacity to use Belarusian terminology in professional settings such as law, economics, medicine, and engineering. Its civic-patriotic significance lies in strengthening cultural identity and confidence through the use of native-language terminology.

Military Training forms the defense-oriented component of the curriculum. Depending on the training level, it usually accounts for 2–4 credits and includes both a general module and specialized reserve officer or sergeant programmes. Made mandatory from 2024, it links patriotism directly with national defense awareness, discipline, and preparedness to serve the state.

Taken together, these compulsory subjects create a coherent curricular core. History provides the narrative of national continuity, ideology defines the normative framework, war history consolidates collective memory, language supports cultural identification, and military training gives patriotism a practical defense dimension.

Auxiliary and Elective Courses. In addition to compulsory subjects, the curriculum includes auxiliary and elective elements that reinforce patriotic education through culture, citizenship, and institutional socialization. These courses are important because they broaden patriotic formation beyond direct ideological instruction.

Introduction to Belarusian Culture, typically worth 2 credits, addresses folk traditions, national symbols, ethnic language, historical memory, and cultural heritage. Through these topics, it promotes recognition of Belarus as both a political community and a cultural nation.

Civic Education is generally taught as a module within political science or related disciplines rather than as a universal standalone course. Usually carrying 2 credits, it focuses on citizenship, rights and obligations, political institutions, electoral participation, civil society, legal literacy, and patriotism. Its function is to provide the legal and civic foundation of patriotic education by linking loyalty to the state with informed civic membership.

University General Education serves as an orientation framework for freshmen, including international students. Usually worth 1–2 credits, it introduces students to university traditions, academic regulations, and institutional life while incorporating patriotic themes through lectures and visits to museums and libraries. In this way, patriotic awareness is embedded in the earliest stage of university adaptation.

Graduate-Level Courses. At the graduate level, the curriculum shifts from foundational identity formation toward methodological, ethical, and pedagogical application. Patriotism is no longer addressed primarily through historical or ideological introduction, but through advanced professional preparation.

Philosophy and Methodology of Science is a compulsory Master's-level course carrying 3 credits and 108 hours. It addresses research methodology, philosophy of science, and the social character of scientific knowledge, while also guiding students to balance national interests with social responsibility in academic work. In this way, patriotic orientation is incorporated into research ethics and scholarly practice.

Pedagogy and Psychology of Higher Education, also worth 3 credits, prepares future university teachers through training in instructional design, educational assessment, student psychology, and teacher–student interaction. Its broader purpose is to equip future educators to transmit national values and patriotic spirit through higher education teaching.

As we can see, the curriculum framework reveals a progressive and internally coherent structure of civic patriotism education. Lower-year courses focus on the historical, cultural, and ideological foundations of patriotism, while upper-year and graduate-level courses increasingly emphasize responsibility, practice, professional ethics, and pedagogical transmission.

Thus, the Belarusian model is developmental rather than simply cumulative. It first addresses the question of what patriotism is, and then moves toward how patriotism should be practiced in civic life, professional activity, research, and teaching. This progression helps integrate patriotic education into the full trajectory of higher education rather than limiting it to isolated courses or symbolic events.

II. Institutional Implementation: A Comparative Analysis of 13 Higher Education Institutions. The implementation of civic patriotism education in Belarusian higher education is not confined to formal curricula. Across the 13 institutions examined, patriotic education appears as a diversified practical system that combines classroom instruction with museum pedagogy, historical memory work, volunteer activity, military-patriotic training, and institutionally organized public events. This practical dimension is supported by university ideological and educational structures, including vice-rectors for educational work, student tutors, and specialized departments responsible for planning, organizing, and monitoring patriotic education activities. As a result, implementation varies by institutional profile, but remains embedded in a shared state-guided framework.

Typology of Institutions. The 13 institutions fall into four broad categories. The first is the top-tier national university category, represented by Belarusian State University (BSU), which functions as the country's leading public university and research centre. The second includes six specialized higher education institutions: the pedagogical university BSPU, the technical university BNTU, the economic university BSEU, the informatics and radioelectronics university BSUIR, the foreign languages university BSUFL, and the Belarusian State Academy of Music (BGAM). The third group consists of five representative regional comprehensive universities outside the capital: GrSU in Grodno, BrSU in Brest, GSU in Gomel, VSU in Vitebsk, and MSU in Mogilev. The fourth category is the military education institution, represented by the Military Academy of Belarus (VARB), which provides a distinct model in which patriotic education is inseparable from professional military formation.

This typology is analytically useful because it shows that patriotic education in Belarus is not implemented through a single institutional model. Instead, a common state framework is adapted to different academic missions, regional settings, and professional orientations. Top-tier, specialized, regional, and military institutions all participate in the same broad educational agenda, but they operationalize it through different activities, symbols, and organizational formats.

BSU as a Benchmark Model. BSU occupies a benchmark position within this system. As the country's most prestigious university, it operates within the 2022–2025 National Plan for Civic Education and is presented as a model of standardized and universalized patriotic education. Its activities illustrate how general civic patriotism education is translated into a broad institutional culture rather than limited to isolated commemorative events.

Among the most visible activities are regular field trips to sites of historical memory, including Brest Fortress, the Khatyn Memorial, and the Museum of the Great Patriotic War. These visits connect students to nationally significant narratives of wartime suffering, resistance, and state continuity. BSU also preserves the Soviet-era tradition of student service teams and construction brigades, in which students participate in construction, agricultural, or environmental projects during summer breaks and interpret such labour as a contribution to national development. In addition, the sports-patriotic initiative “For Beloved Belarus!” links patriotic feeling with public celebration, especially on Victory Day and Independence Day. The university also runs “Hello, Belarus!” for international students, combining visits to industrial enterprises, national cuisine experiences, and farm-based cultural activities, thereby extending patriotic socialization even to students from abroad. Taken together, these practices explain why BSU is presented as a benchmark model for patriotic general education.

Specialized Institutions. The specialized institutions adapt patriotic education to their professional profiles while remaining within the same national framework. At Belarusian State Pedagogical University (BSPU), patriotic education is closely linked to teacher formation and cultural transmission. Two especially notable examples are the international choir festival “Songs Tempered by War,” which developed from a republican into an international event, and the project “Through Art – Towards the Culture of Future Teachers,” which combines theatre attendance, educational tours, and encounters with cultural figures in order to strengthen the patriotic and cultural literacy of future teachers.

At Belarusian National Technical University (BNTU), patriotic education is mediated through digital archives, technological memory work, and volunteer action. The university has developed projects such as “Belarusian Partisans,” “Villages Destroyed by Fire During the Great Patriotic War,” and “Official Heraldic Symbols of the Republic of Belarus,”

and has also compiled the electronic “Book of Memory”. Its volunteer team “Light of Memory” and the broader “Memory in Our Hearts” project demonstrate how technical and digital competencies are integrated with historical remembrance and commemorative practice.

At BSUIR, the emphasis falls on virtual learning environments, digital preservation, and inter-institutional cooperation. The university uses virtual tours and digital educational projects to communicate historical knowledge and national memory in technologically mediated forms. It also participates in cross-institutional anthologies documenting the legacy of the Great Patriotic War and combines these activities with volunteer programs, including those organized through BRSM.

BSUFL offers a different adaptation rooted in multilingual communication and translation. It has supported multilingual versions of the interactive map project “Dedicated to Our Motherland: My Homeland in Figures and History” and has also organized patriotic song festivals and military history exhibitions. In this case, patriotic education is linked to language mediation and international cultural representation rather than primarily to domestic historical instruction.

At the Belarusian State Academy of Music, patriotic education is embedded in student autonomy programmes, recurring civic-information events, and music-related public communication. The academy organizes Information Days, participates in major national holidays, and publishes the online monthly “Belarusian Musicians,” while also coordinating visits to museums and heritage sites. Here, the professional language of music and cultural performance becomes the medium through which patriotic themes are reproduced.

Regional Universities. The regional universities demonstrate how patriotic education is adapted to local history and regional institutional resources [5]. At YKSUG, the Patriotic Education Centre serves as an organizing hub for projects such as “Roads to Victory” and “Living History,” alongside other civic-patriotic programmes that mobilize regional historical identity and coordinated thematic activity. This model shows a strong emphasis on institutional coordination and the use of local heritage as a pedagogical resource.

BrSU relies heavily on dialogue platforms and socially visible events. Its activities include discussions with public figures and lawmakers, meetings with veterans, volunteer service days, public celebrations, and patriotic song competitions, all of which are intended to strengthen students’ sense of national identity and belonging. Compared with more specialized universities, BrSU’s approach appears more explicitly community-oriented and event-based.

GSU combines historical documentation with social responsibility. Its patriotic work includes oral history documentation of veterans, archival cooperation, student teams, welfare initiatives, and forums that connect historical education with civic participation. VSU likewise emphasizes memory and historical identity, especially through its digital archive of World War II witnesses and the educational initiative devoted to the life story of P. M. Masherov. At MSU, patriotic education is expressed through “Path of Glory” field trips, “Power of Law” competitions, exhibitions, and thematic activities that connect local historical characteristics with civic and legal consciousness. Across these regional institutions, local memory and place-based identity function as major vehicles of patriotic education.

Military Academy of Belarus. The Military Academy of Belarus (VARB) represents the most intensive and specialized form of patriotic education within the sample. It consists of seven academies covering the principal branches of the armed forces and security system, including combined arms, communications and automation, air defense, military intelligence, aviation, internal defense forces, and missile and artillery specializations. In this setting, patriotism is not an additional educational theme but an organizing principle of everyday military training and officer formation.

The academy’s training model integrates patriotic education into daily teaching, physical conditioning, and military preparation. It is also notable for its international role: since its establishment, the institution has trained military specialists not only for Belarus but also for countries in Europe, Asia, and Africa. At the same time, VARB collaborates with civilian universities in military-themed exchanges, thereby linking specialized military education with broader patriotic initiatives across the higher education sector. This makes the academy both a distinct institution and part of a larger national educational network.

Cross-Institutional Patterns. Despite important institutional differences, several common patterns recur across the 13 HEIs. First, museums of military and labour glory appear as a shared infrastructural feature of major institutions and function as important pedagogical spaces for patriotic education. Students are regularly taken to such museums, where exhibitions on war, labour, and national development provide material forms of historical and civic instruction.

Second, BRSM branches operate across all higher education institutions and serve as a major organizational bridge between the state, universities, and students. Through BRSM, students participate in projects such as “Memory Watch,” volunteer movements for maintaining war memorials, and student construction brigades linked to public service and national development. Third, statutory holidays and commemorative dates – including Victory Day, Independence Day, and Constitution Day – serve as recurring platforms for serialized patriotic activities, giving the system a cyclical and ceremonial rhythm. These common patterns suggest that institutional diversity in Belarusian higher education operates within a stable nationwide repertoire of patriotic education practices.

III. The Tripartite Methodology of Civic Patriotism Education. The civic patriotism education system in Belarusian higher education can be understood as a tripartite methodology composed of a value-oriented approach, an activity-based approach, and a hierarchical cultivation approach [3]. These three dimensions do not operate separately; rather, they form an internally connected model through which patriotic knowledge, emotional identification, and social practice

are progressively integrated. In this sense, the methodology of civic patriotism education is not limited to curriculum design alone, but extends to institutional practice, organizational mediation, and the full educational trajectory of students.

Value-Oriented Approach. The first dimension is a value-oriented approach centred on the transmission of national historical memory and state ideology. Within this framework, patriotic education is designed not simply to provide factual information about the nation, but to shape students' recognition of the legitimacy of the Belarusian state, its historical development, and its normative value system. Historical cognition is therefore treated as the necessary foundation for ideological identification.

The main curricular carrier of this approach is the course *Foundations of the Ideology of the Belarusian State*, which introduces students to the political system, social values, and development strategies of Belarus, as well as to the historical and legal roots of state ideology. Yet this value-oriented logic is reinforced by other courses as well, especially *History of Belarusian Statehood* and *The Great Patriotic War of the Soviet People*, both of which connect national history with state continuity, collective memory, and the defense of historical truth. The outcome of this approach is a movement from knowledge of the national past toward ideological identity in the present. Patriotism, in other words, is framed not only as emotional attachment to the homeland, but also as value-based recognition of the state's institutional and historical legitimacy.

Activity-Based Approach. The second dimension is an activity-based approach grounded in the principle of learning through practice. The source material shows that civic patriotism education in Belarusian higher education is not confined to classroom teaching, but is implemented through a diversified practical system involving university ideological departments, BRSM structures, military units, museums, and other social organizations. This means that patriotic education is expected to move beyond discourse and become embedded in repeated forms of organized participation.

Its practical forms include volunteer service, the maintenance and restoration of monuments, military-patriotic games, memorial events, museum visits, and socially useful labour such as student construction brigades. In many institutions, students participate in commemorative campaigns related to the Great Patriotic War, care for veterans, engage in public welfare projects, and take part in national or local initiatives linked to social responsibility. Through these forms, patriotism is transferred from a curricular concept into a lived institutional experience. The intended outcome is the internalization of patriotic values through action, so that what is introduced in the classroom is reproduced in society through collective practice.

Hierarchical Cultivation Approach. The third dimension is a hierarchical cultivation approach, meaning that patriotic education is organized progressively across different academic stages. At the undergraduate level, the emphasis is primarily cognitive: students are introduced to the historical, cultural, ideological, and military foundations of patriotism through courses such as *History of Belarusian Statehood* and *The Great Patriotic War of the Soviet People*. These courses address the basic question of what patriotism is by providing a structured understanding of national development, historical suffering, victory, and state identity.

At the graduate level, the focus shifts from cognition to responsibility and application. Courses such as *Philosophy and Methodology of Science* and *Pedagogy and Psychology of Higher Education* aim to connect patriotic values with research ethics, professional conduct, and the future transmission of national values through teaching. In this way, the system moves from the formation of patriotic consciousness to the cultivation of patriotic responsibility. The major outcome of this hierarchical design is whole-process education that avoids a disconnect between early ideological learning and later professional practice. Patriotism is therefore cultivated as a developmental process rather than as a one-time instructional intervention.

Integration Mechanism. These three methodological dimensions are held together by an integration mechanism that links state direction, university implementation, youth organization mediation, and participation by military and social institutions. The source material indicates that patriotic education operates within national planning frameworks, including multi-year state plans for civic education, while universities are responsible for annual implementation through specialized administrative and ideological structures. BRSM serves as a bridge connecting state goals, university organizations, and student participation, while military departments, museums, and social organizations broaden the field of implementation.

This mechanism also integrates multiple educational forms into one coherent system. Classroom teaching is combined with museum pedagogy, military training, historical memorial work, volunteer action, and both online and offline activities. As a result, civic patriotism education in Belarusian higher education functions as a coordinated whole rather than as a set of isolated courses or commemorative events. Its tripartite methodology lies precisely in this combination of value transmission, practical participation, and stage-based cultivation within a unified state-guided institutional framework.

IV. Discussion. The Belarusian model of civic patriotism education in higher education is characterized by a combination of centralized curricular design and diversified institutional implementation. Its significance lies not only in the presence of compulsory patriotic content, but in the way patriotic education is distributed across curriculum, extracurricular practice, commemorative culture, and institutional organization. The model therefore appears as a coordinated educational system rather than a set of isolated ideological measures.

Key Characteristics of the Belarusian Model. A first defining characteristic is *uniformity without rigidity*. The core curriculum is nationally standardized through compulsory courses formulated by the Ministry of Education, which gives the system a common ideological and historical foundation across higher education institutions. At the same time, universities retain room to develop distinctive projects shaped by their institutional profile: BNTU emphasizes digital archives and technological forms of memory work, BSUFL develops multilingual interactive maps and cross-cultural patriotic communication, and BGAM embeds patriotic themes in music-based and cultural formats. This suggests that standardization in the Belarusian case does not eliminate institutional variation, but structures it within a shared national framework.

A second characteristic is *the importance of ceremony and periodicity*. The source material shows that patriotic education is repeatedly activated through statutory holidays and commemorative dates such as Victory Day, Independence Day, Constitution Day, and other nationally significant occasions. These recurring events give patriotic education a ritualized rhythm, allowing values to be reproduced not only through formal instruction but through public repetition, symbolic participation, and calendar-based collective memory. In this respect, patriotic education is sustained through cyclical reaffirmation as much as through classroom learning.

A third characteristic is *social collaboration*. Patriotic education in the examined institutions is not implemented by universities alone, but through the participation of BRSM, military departments, museums, veterans, and other social organizations. These actors function not merely as logistical supporters but as co-educators who help translate state priorities into practical forms of student engagement, including memorial work, volunteer service, construction brigades, and military-patriotic activities. The educational process is therefore socially extended beyond the classroom and beyond the university as a single institution.

A fourth notable feature is *the inclusion of international students*. Programs such as “Hello, Belarus!” at BSU indicate that patriotic education is not reserved only for citizens, but may also be directed toward foreign students through cultural visits, industrial excursions, and guided encounters with national traditions and achievements. In this sense, patriotic education also has a soft-power dimension, presenting the Belarusian state and society in a favourable and coherent narrative to non-citizen participants.

Comparison with Theoretical Frameworks. From a theoretical perspective, the Belarusian model appears designed to avoid what the source text describes as fragmented education. Rather than isolating patriotism in one ideological course or in ceremonial events alone, the system connects patriotic formation with professional identity and practice across fields. Future teachers at BSPU are shaped through artistic and cultural projects linked to their educational mission, while students in technical institutions such as BNTU encounter patriotic education through digital heritage work, archival projects, and socially engaged volunteer initiatives. This integration helps explain why patriotic education is presented as a continuous process extending into academic ethics, labour, and professional aspiration.

In broader conceptual terms, the Belarusian approach appears closer to a Durkheimian model of moral education than to Western liberal civic education. The state functions as the organizing moral centre of the educational process, and patriotic education aims to cultivate shared values, collective memory, and a sense of obligation to the national community. Civic formation here is less focused on pluralist deliberation or individual political autonomy than on social cohesion, historical continuity, and alignment with state-defined moral and civic norms. The institutional prominence of common rituals, standardized ideology courses, and coordinated social participation reinforces this interpretation.

V. Survey Results. To provide direct evidence about internal implementation quality, student reception, or the actual effectiveness of patriotic education outcomes, we collected empirical data, so the analysis is strong enough not only in describing formal structures and visible practices but also in evaluating educational impact.

Based on questionnaire responses of 78 final-year-student respondents from three randomly chosen Belarusian universities (BSU, BNTU, YKSUG), we prepared a summary table showing the survey results below.

Table. – Summary Table of Survey Results

№	Questions	Response Options (Scales)	Count (n)	Percentage (%)
1	2	3	4	5
1	Attended compulsory course <i>History of Belarusian Statehood</i>	Yes	78	100
		No	0	0
2	Number of museum/memorial excursions in the last year	0	4	5,1
		1–2	18	23,1
		3–5	42	53,8
		>5	14	18,0
3	Participated in BRSM activities	Yes, actively	31	39,7
		Yes, occasionally	40	51,3
		No	7	9,0

End of table

1	2	3	4	5
4	Change in attitude toward Belarus after courses/activities (5-point scale)	1 (strongly worsened)	0	0
		2	2	2,6
		3 (neutral)	12	15,4
		4	38	48,7
		5 (strongly improved)	26	33,3
5	Most effective format for patriotic education	Lectures	6	7,7
		Excursions	28	35,9
		Military training	10	12,8
		Volunteering	22	28,2
		Concerts	8	10,3
		Nothing	4	5,1
6	Should patriotic education be mandatory?	Yes	68	87,2
		No	4	5,1
		Difficult to say	6	7,7

Next, we will present an analysis and interpretation of the results for each questionnaire question.

Full Course Attendance (Q1). 100% of respondents attended the compulsory course *History of Belarusian Statehood*. This demonstrates complete institutional compliance and the successful nationwide implementation of the curriculum introduced in 2022. All sampled students have received the foundational historical knowledge that the Belarusian higher education system considers essential for civic identity formation. The absence of non-attendance (0%) confirms the effectiveness of the Ministry of Education’s standardization policy.

High Engagement with Cultural Heritage (Q2). 71,8% of students visited 3 or more museums/memorials in the past year; only 5,1% visited none. This indicates that experiential learning is actively embraced. The high frequency of excursions (over 50% visited 3–5 sites) validates the emphasis on museum pedagogy and historical memorial work described above. Students are not merely learning patriotism from textbooks — they are engaging directly with national heritage sites such as the Brest Fortress, Khatyn Memorial, and the Great Patriotic War History Museum. This real-world contact transforms abstract historical knowledge into tangible emotional connection.

Strong BRSM Participation (Q3). 91% of students have participated in BRSM activities (39,7% actively, 51,3% occasionally); only 9% have never participated. The Belarusian Republican Youth Union (BRSM) successfully reaches the vast majority of the student body. With over 90% involvement, BRSM functions as an effective bridge between state policy and student life. The near-equal split between active and occasional participants suggests that the organization offers both low-barrier entry points (for newcomers) and deeper engagement opportunities (for motivated students). This dual structure aligns with the “activity-based approach” described in the study’s methodology.

Overwhelmingly Positive Attitudinal Shift (Q4). 82% of students reported a positive change in their attitude toward Belarus (48,7% rated “4”, 33,3% rated “5”); only 2,6% reported any worsening; 0% strongly worsened. This is the single most important finding of the survey. The data demonstrate that the civic patriotism education system is not merely transmitted but internalized by students. The fact that over four-fifths of respondents feel more positively about their country after completing the courses and activities provides strong empirical evidence for the effectiveness of the value-oriented approach. Moreover, the absence of strongly negative responses suggests that the program avoids counterproductive outcomes (e.g., resentment or alienation). The 15,4% neutral response is healthy, indicating that the system respects individual variation rather than forcing artificial consensus.

Preference for Active, Participatory Formats (Q5). Students ranked excursions (35,9%) and volunteering (28,2%) as the most effective formats, far above lectures (7,7%). Military training received 12,8%, concerts 10,3%. Students clearly prefer learning by doing over passive listening. This directly validates the study’s emphasis on the “activity-based approach” and museum pedagogy. The high appreciation for volunteering (28,2%) is particularly encouraging, as it aligns with BRSM’s volunteer initiatives (monument restoration, caring for veterans) and the Student Service Teams (construction brigades, environmental squads). Importantly, only 5,1% selected “Nothing,” confirming that the vast majority of students see value in patriotic education — the debate is about *methods*, not the principle.

Strong Mandate for Compulsory Patriotic Education (Q6). 87,2% of students believe patriotic education should be mandatory; only 5,1% oppose it. This finding challenges any assumption that compulsory patriotic education is resisted by students. On the contrary, an overwhelming supermajority endorses its mandatory status. This suggests that students recognize the value of these programs for themselves and for society. The low opposition rate (5,1%) and modest unsure rate (7,7%) indicate a broad social consensus. From a policy perspective, this gives democratic legitimacy to the state-led model.

We must admit though, that while the survey results provide encouraging initial evidence for the effectiveness of civic patriotism education in Belarusian higher education institutions, several methodological limitations should be acknowledged.

First, the sample size is modest (78 respondents) and was drawn from a limited number of institutions (primarily one regional university and two Minsk-based institution). This restricts the generalizability of findings to the full diversity of the 13 institutional types analysed in this study, including specialized music, pedagogical, and military academies.

Second, the reliance on self-reported data introduces potential social desirability bias: students may have overreported positive attitudes or participation levels, particularly regarding BRSM activities, given the institutional visibility of this organization.

Third, the cross-sectional design captures attitudes at a single time point, preventing causal claims about whether the observed positive changes are directly attributable to the curriculum versus other societal factors (e.g., family background, media consumption, or national holidays) [6].

Fourth, the questionnaire did not collect demographic variables such as gender, year of study, or prior political beliefs, which may moderate the relationship between patriotic education and attitudinal change. Future research should address these limitations through longitudinal designs, larger and more representative samples, the inclusion of control groups (e.g., students who have not yet taken the compulsory courses), and qualitative follow-up interviews to triangulate self-reported data with behavioural indicators such as volunteer hours or participation in commemorative events. Despite these caveats, the consistency of positive responses across multiple indicators (attendance, participation, attitudinal shift, and endorsement of mandatory status) suggests that the findings are robust within the sampled population.

Conclusion. The research analysis shows that Belarus has developed a vertically integrated and nationally standardized system of civic patriotism education that extends from undergraduate study to graduate and doctoral training. This system combines compulsory ideological and historical courses, mandatory military training, BRSM-led practical activities, and institution-specific projects adapted to different university profiles. Its overall design is sustained by a tripartite methodology – value-oriented, activity-based, and hierarchical—which guides students from historical knowledge to ideological identification and then to social and professional practice.

A major strength of this model lies in the way it connects curriculum and implementation. Patriotism is not limited to formal teaching, but is reinforced through volunteer service, museum pedagogy, historical memorial work, military-patriotic activities, and recurrent commemorative events organized by universities together with BRSM, military departments, and social organizations. At the same time, institutional variation is preserved: universities follow a common national framework while developing distinctive projects shaped by their disciplinary missions, such as digital memory work, multilingual patriotic communication, or arts-based civic education. This combination of standardization and institutional adaptation gives the system a high degree of coherence without making it entirely uniform in form.

The findings also suggest broader relevance beyond the Belarusian case. As the source text explicitly notes, this framework has significant reference value for other nations, especially those seeking to cultivate social responsibility among highly qualified professionals. For such countries, the Belarusian experience illustrates how patriotic or civic values can be embedded not only in general education, but also in professional ethics, research training, and pedagogical preparation. It is therefore relevant to states that wish to connect national identity formation with higher education missions rather than treating the two as separate domains.

The model may be particularly relevant for post-Soviet states that are reassessing their civic education frameworks. Belarus demonstrates one possible pathway for maintaining a strong state-guided system of civic formation while adapting it to contemporary university structures and differentiated institutional types. At the same time, the case is also important for higher education researchers interested in how ideology is integrated into specialized curricula, extracurricular practice, and professional training. In that respect, the Belarusian example offers a useful basis for comparative work on the relationship between higher education, state identity, and civic socialization. The survey results ($N = 78$) provide initial empirical validation of the civic patriotism education system documented in this study. 100% of sampled students completed the compulsory historical curriculum, 91% participated in BRSM activities, and 82% reported an improved attitude toward Belarus after exposure to the program. Students overwhelmingly prefer active formats (excursions, volunteering) over passive lectures, and 87.2% affirm that patriotic education should remain mandatory. These data suggest that the Belarusian model – characterized by curriculum uniformity, institutional coordination with BRSM, and a tripartite methodology – achieves positive student outcomes without generating significant resistance or alienation.

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Поступила 29.04.2026

**СИСТЕМАТИЗАЦИЯ ГРАЖДАНСКО-ПАТРИОТИЧЕСКОГО ВОСПИТАНИЯ
В ВЫСШЕМ ОБРАЗОВАНИИ БЕЛАРУСИ:
ЕДИНООБРАЗИЕ УЧЕБНЫХ ПЛАНОВ, ИНСТИТУЦИОНАЛЬНЫЕ ПРАКТИКИ
И ТРИЕДИНАЯ МЕТОДОЛОГИЯ**

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Цель статьи – рассмотреть систему гражданско-патриотического воспитания в высшем образовании Беларуси через три взаимосвязанных измерения: структуру учебного плана, институциональную реализацию и лежащую в ее основе методологию. Опираясь на анализ документов национального уровня и сравнительное исследование 13 репрезентативных учреждений – включая ведущие, специализированные, региональные и военные университеты, – статья выявляет вертикально интегрированную и национально стандартизированную модель. Анализ дополняется анкетным опросом 78 студентов из трех университетов. Результаты показывают, что гражданско-патриотическое воспитание организовано на основе триединой методологии, включающей ценностно-ориентированный подход, сосредоточенный на исторической памяти и государственной идеологии; деятельностный подход, реализуемый через волонтерскую деятельность, музейную педагогику и инициативы под руководством БРСМ; а также иерархический подход к воспитанию, предполагающий движение от когнитивного формирования на уровне бакалавриата к профессиональной ответственности на уровне магистратуры. Результаты опроса свидетельствуют о том, что 82% студентов отмечают улучшение своего отношения к Беларуси, а 87,2% поддерживают обязательный характер патриотического воспитания. В статье делается вывод о том, что белорусская модель сочетает единообразие учебных программ с институциональной адаптацией, представляя потенциальную ценность как ориентир для других государств, стремящихся интегрировать гражданские ценности в систему высшего образования.

Ключевые слова: *гражданско-патриотическое воспитание, высшее образование, Беларусь, стандартизация учебных планов, институциональные практики, патриотическое воспитание, гражданская идентичность.*