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## MANAGEMENT OF FORMATION OF PATRIOTIC QUALITIES OF THE RUSSIAN GROWING GENERATIONS



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### ABSTRACT

The article discusses the features that determined new approaches to the formulation and solution of the problem of the patriotic education of students in Russia in the early twentieth century. The authors interpret the concept of “patriotism” through the prism of various fields of scientific knowledge. Particular attention is paid to the formation of civil-patriotic characteristics of the younger generation in a pedagogical interpretation. The work highlights the spiritual and moral criteria for the development of youth, which are fundamental in the formation and development of its patriotic components of personality. The process of formation and development of amateur associations as a subject of patriotic education in Russia at the beginning of the 20th century is characterized.

**Disciplinary:** Multidisciplinary (Education Sciences, Social Engineering, History, Philosophy, and Psychology).

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## 1. INTRODUCTION

Currently, there are changes in the social, economic, political, spiritual spheres of society. To a greater extent, they affect the formation and development of the young generation, which is a sensitive indicator of social transformations.

According to the Strategy for the Development of Education in the Russian Federation for the period until 2025, one of the main areas is civic, patriotic, spiritual and moral education of children,

support for public associations, labor, and environmental education. Civic education includes the development of the legal and political culture of the younger generation, the expansion of constructive participation in decision-making affecting its rights and interests, including in various forms of self-organization, self-government, socially significant activities [21]. Patriotic education provides for the formation in children of a sense of pride in their homeland, readiness to protect the interests of the Fatherland; development of search and local history activities, children's cognitive tourism [22].

## 2. LITERATURE REVIEW

In [1], [2], official sources and documents adopted and valid on the territory of the Russian Federation regarding the problem of patriotic education of youth are considered.

In [5], [6] patriotism is described as a category of social philosophy.

In [7], [8] a sociological interpretation of the concept under consideration is given.

In [9], a political science interpretation of the phenomenon of patriotism is given, according to which it is studied from the point of view of political social events.

In [10], the patriotic characteristics of a person are considered through the prism of ethical components.

In [11], patriotism is analyzed through a number of cultural characteristics.

In [12], the leading characteristics of this concept are given in line with pedagogical knowledge.

In [13], [14], [15] a historical analysis of the origin and formation of the concept of "patriotism" is carried out.

In [20], [21], [22] the religious and philosophical component of patriotic education in Russia is considered in the conditions of the existing triad "Orthodoxy. Autocracy. Nationality" The main patriotic characteristics were love for God and the emperor, for the Fatherland, for the small Motherland, for nature, humility, obedience, asceticism.

In [23], [24], [25] the thesis about the transformation of the essence of patriotic education connected with the inclusion of students in constructive activities to correct the shortcomings of the existing system is substantiated.

In [26], [27], [28], new pedagogical ideas are analyzed that determine the new content of patriotic education - labor and vocational training, education, responsibility for the fate of the motherland and the desire for creative activity are updated.

## 3. METHOD

The methodological basis of the study was composed of the following approaches: systematic, which determines the consideration of historical and pedagogical phenomena, their complex analysis and comparison; historical and cultural, suggesting a characteristic of the historical and pedagogical experience of patriotic education in amateur children's associations as one of the components of the general cultural development of society; axiological approach in which a person is considered as an end in itself and the highest value of social development; humanistically oriented, affirming the child as an active, equal, conscious participant in the educational process.

The theoretical basis of the research consists of work on the methodology of historical and

pedagogical research B.M. Bim-Bada, M.V. Boguslavsky, G. B. Kornetova, A.I. Piskunova, Z.I. Ravkina; problems of socialization and social activity of an individual N.L. Selivanova, V.D. Semenova, G.Ya. Grevtseva, L.M. Semenyuk; issues of civil-patriotic education in children's amateur associations L.V. Aliyeva, L.E. Sikorsky, O.Yu. Kolpacheva, L.V. Kuznetsova, R.A. Litvak, E.V. Tit.

The research methods are problem-chronological, historical-retrospective, consistent with the principle of scientific historicism; holistic analysis of historical and archival materials, historical and pedagogical literature related to the research topic; historical and structural, aimed at highlighting the components of the dissertation; historical-comparative, based on the comparative and comparative characteristics of the patriotic education of schoolchildren in domestic amateur children associations during the period under review.

The source base is the documentation of the Ministry of Public Education of Russia corresponding to its subject: circulars of the Ministry of Public Education officially adopted and effective at the beginning of the 20th century.

Sources of research are the philosophical, sociological, pedagogical and psychological works of domestic and foreign authors, published at the beginning of the twentieth century and devoted to the problems of upbringing and education of the younger generation; normative and educational-program documentation of the Ministry of Public Education of Russia related to the study period; publications in periodicals - the journals "Vestnik Podvodstva", "Notes of the Crimean Mountain Club", "Russian School", "Pedagogical Leaflet", "Russian Excursionist", "Sparks"; materials of pedagogical congresses.

#### 4. RESULT AND DISCUSSION

Patriotic education of youth is the first task of successful productive development of civil society. An outstanding public figure, the great Russian writer A. I. Solzhenitsyn spoke about the education of patriotism: "...the trouble is that the country in which the word Democrat becomes abusive and the death of that in which dirty becomes the word patriot" [23].

Love of country has traditionally been and should remain one of the primordial qualities of the national character of Russians. The preservation and development of this quality in conditions of modern Russian reality can and should be regarded as one of the priority tasks of state-building [135, p. 12-15].

Patriotism is a multidimensional concept and, consequently, in the Humanities there is a large number of studies relating to various aspects of this phenomenon. In science, there are different interpretations of the concept of "patriotism". Depending on the study problem may be treated in the social, political, historical, cultural, psychological, pedagogical and other aspects.

In retrospect, domestic humanitarian thought and contemporary philosophical and pedagogical studies, the concept of "patriotism" is characterized by a variety of interpretations.

According to the modern philosophical definition of patriotism – "a moral and political principle, social sense," encompassing a love for their country and loyalty to his country, the desire to stand on the guard of interests, a sense of pride, both for the historical realities of his country, and the events of the day [154, p. 110]. Patriotism, considered as a category of social philosophy that is meaningful and full of positive attitude of people to their Homeland, filled with the idea of love for the Fatherland, is

implemented in benevolent actions for the good of their country together with state authorities and public organizations [161, p. 14].

In a sociological interpretation: "Patriotism – moral and political principle, social sense, the content of which is the love of country and devotion to him, pride in its past and present, the desire to protect the interests of the country" [39, p. 211]. O.Yu. Petrosyan, interpreting patriotism as a specific social relation arising from the "subject (person, class, nation)" in the framework of specific historical events in the development of society. This social attitude is revealed through the prism of the economic, political, socio-cultural and ideological situation in the country, in relation to the history of the development of the Motherland, its present realities and future plans [130, p. 71-81].

When the political interpretation of the phenomenon of patriotism is studied from the point of view of political and social events, it is considered as the phenomenon of "political consciousness of society." So, A. V. Abramov studies of patriotism as a kind of replay configuration entities policy content of the public political system and the development of a certain relationship to the ruling political regime from the point of view of efficiency of its functioning in conditions taking into account the views of the majority of the members of the society [24, p. 66]. Presents an interpretation of patriotism, in the opinion O.J. Kolpacheva, almost merges with the definition of citizenship [99, p. 9].

According to the ethical principles, patriotism, from the perspective of S.V. Krivov and G.A. Konovalov, must be viewed as a "social and moral" principle, which is manifested through the relationship of people to their homeland, which is implemented in the form of the appropriate course of action, multi-faceted set of social experiences, often called the feeling of love to their country, their Homeland. The love for their country such a complex concept that includes many components: concern about the fate of their country, expressed in the willingness to sacrifice their own interests for the public good; devotion to the Motherland, especially in time of war with its invaders; a sense of pride in the socio-cultural achievements of their Motherland; compassion for other peoples and negative attitude toward public vices; respect for the past events from the life of their homeland; following the tradition, the preservation of the customs of his people; the love for his Homeland, to the place of residence [99, p. 9].

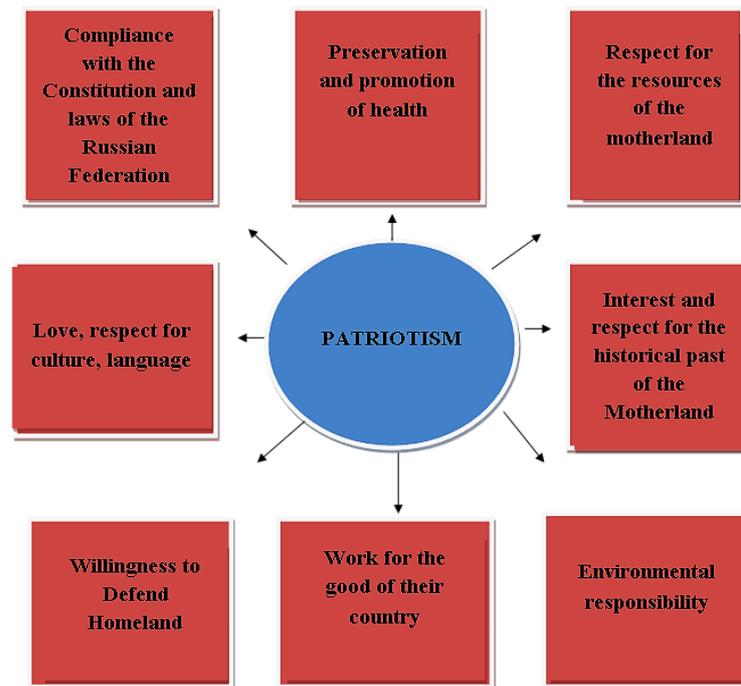
In the cultural patriotism is analyzed from the standpoint of morality, considered as a moral sense and regulation that emerged in the ancient history of mankind and informed in times of antiquity. From the point of view of cultural category, the patriot – man, reflecting in their actions, actions a sense of deep respect, love for the Fatherland, historical events in the life of their country, its culture and people. It is noted that the patriotism is a strong moral sense, which arose from the distinctive cultural life of a people. The process of the formation of the Patriotic characteristics of the younger generation is in terms of understanding the leading forms of thinking, assimilation of the native language, of certain norms and standards of their own culture and enshrined in appropriate settings through communication with the older generations either positively or negatively evaluating the behaviour of young people [100, p. 158].

In the pedagogical encyclopedia, with the characteristic of this concept is the emphasis on certain personality traits such as sense of love for their country, a willingness to sacrifice their own interests, both personal and group, for the public, loyalty to the Fatherland, readiness to defend the frontiers of their homeland [128, p. 98].

In a broad sense, the pedagogy of patriotism (gr. Motherland, Fatherland) is a positive spiritual

and moral category of the person, which is expressed through love for his homeland, the small and big Motherland and its people. The formula of patriotism is quite simple: "My job is my homeland and my people." The feeling of patriotism is not associated with the blind love for his people (not notice the flaws, only see the good), rather it is manifested through the conscious perception of its people, its history. True Patriotic tendencies are expressed only when man, realizing the error in their country's history, still continues to love her, while trying to contribute to the culture, economy, and become a true citizen, manifesting a tolerant attitude towards other countries and peoples [128, p. 99-101].

The main components of the considered concept of "patriotism" are shown in Figure 1.



**Figure 1:** The main components of the concept of "patriotism"

In the explanatory dictionary of V.I. Dahl (the first publication refers to the mid-nineteenth century), the word "patriot" means "a lover of the Fatherland, jealous of the welfare of him, Otchizna, homelander or otchiznik" [61, p. 233].

B.C. Solovyov noted the formation of a "virtue of patriotism" through awareness of their own obligations to their country, their homeland. Furthermore, it was stressed the religious component of patriotism [173, p. 37].

The origin of patriotism in the dictionary of Brockhaus and Efron (release – the end of the nineteenth century) is described through family (blood) ties between members of the tribe when "the sense of social solidarity coincided with a sense of family." It was a so-called "primary patriotism" associated with the nomadic lifestyle of the tribe. With the change of a way of tribal life, with the transition from a nomadic lifestyle to a settled, takes place and the transformation of the concept of patriotism. Patriotic feelings are reflected through the prism of feelings towards mother earth. The love for his land, the land-nurse is synthesized in moral virtue, Patriotic feelings. A natural sense of love and respect for the Fatherland goes to another plane: a clear understanding of their civic responsibilities and betrayed their execution. In addition, the authors noted a close correlation of patriotism with spirituality, religious sphere: "service to the Motherland was active worship, and patriotism coincided with godliness" [172, p. 214].

These approaches are important and must be taken into account when the pedagogical

interpretation of the concept of patriotism, because, having defined the essence, it is impossible to effectively organize the process of Patriotic education.

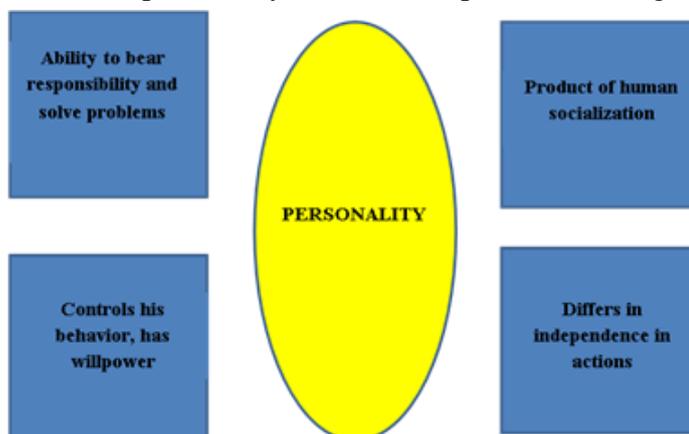
Consideration of the Patriotic education of schoolchildren in the early twentieth century is also associated with comprehension pervading all spheres of life of Russian society of the triad "Orthodoxy. The autocracy. Nationality." The ideological Foundation was based on the formation of Holy Russia, the true Orthodox state. Conservative views on all the public components defined the unity of the Church and the state, United by the sense of the Orthodox faith. The fundamental characteristics of a true citizen of the state were the love of God and the king, loyalty to the Fatherland, based on such Christian virtues as humility, obedience, asceticism.

S.N. Bulgakov in his article, "Heroism and asceticism," he noted that only through an attentive attitude to yourself, to their duties, getting rid of false feelings, associated with undervaluation, the pride of the achieved improvement of the soul, filling it with the "sense of a healthy Christian humility" [40, p. 49].

Christian asceticism was based on self-control, discipline, perseverance, patience, the performance of their duties, uncomplainingly carrying "his cross", obedience. S.N. Bulgakov, describing the idea, talked about the good faith execution of any work, which was always a deep sense of religious duty. Representatives of all professions, noticed by the author, beyond the execution of their duties shall be guided by "conscience, the dictates of duty, to bear obedience" [40, p.54].

Family, the school in close relationship with the state, society, the Church took a leading part in the formation of the Patriotic characteristics of the younger generation. The specific historical conditions of social life determined their dominant role [86, 87, 94].

The leading components in the personality structure are presented in Figure 2.



**Figure 2:** Personality Structure.

The pedagogical interpretation of patriotism as the moral component of the personality, it is important to understand that if feelings can appear spontaneously, under the influence of certain factors, moral quality, the result of formation at the realization of the educational process, fundamental personal factor. "Like all emotions, love for the Motherland needs development, nurturing, normal the right direction", – said V. Radetsky [134, p. 12]. Patriotism is an important part of the moral education of the person addressed in the works of N.A. Pirogov, V.P. Vakhterov, V.J. Stounina, V.N. Forty-Rosinskaya.

Among the Patriotic characteristics of the individual child N.A. Pies celebrates the feeling of love for their Homeland, its traditions and cultural heritage, moral principles, aspiration to

development and self-improvement, the presence of good intentions [120, p. 11].

To the fore in the consideration of moral criteria for the development of personality in scientific works by V.P. Vakhterov out national values, is closely interrelated with universal moral categories. Of paramount importance in the development of spiritually-moral bases of the personality belongs to the teacher [46, p.27].

Morality, the originality of Russian culture – the basis of education in the works of V.Ya. Stounina. School, according to the author, is designed to shape the disciple's spiritual and moral relationship with society, with his people. The basis of spiritually-moral education thus acts as a labor activity [154, p. 10-17].

In times of public disasters, especially related to the Russo-Japanese war, the first Russian revolution of 1905-1907, the content of patriotism is filled with other essential characteristics. Russian pedagogical community (N.E. Rumyantsev, V. Totolian, A.M. Nazarov) introduced the ideas of cultural, creative, peaceful activities designed to correct the shortcomings of the existing system.

In terms of the revolution of 1905-1907 students were involved in the decision of adults to political problems. The school atmosphere becomes tense to the limit. Increasingly, were interrupting classes, strikes and student demonstrations, used violent measures to solve problems with the younger generation. Violation of public order, the wave of suicides has become the norm.

The revolutionary events washed the youth the idea of Christian asceticism and replaced them with an atheistic worldview. S.N. Bulgakov, describing the hero of a new time, they noted that he acted as a human deity, "the Savior of humanity, the Russian people", an integral feature being a "maximalism" [40, p. 39].

The essence of the concept of heroic idealism found a ready response in the school environment. S. N. Bulgakov, N. And. Berdyaev, S. L. Frank noted the emergence in this period of time such thing as a "spiritual peak-rate", reflected in the revaluation of the views of adults and children, when "flipped upside down the natural order of things", and the opinion of the younger generation is becoming a benchmark for seniors. According to the authors, this "ugly value", became the greatest evil the social life of the period in question [40, p. 43-44].

Teachers of the new generation (N.N. Ilyin, N.E. Rumyantsev, V. Yakovenko) saw in education an opportunity of formation and development of the younger generation of these new features, such as common interests, the civil obligations to his country, respect for the norms and rules of social life, the ability to sacrifice their personal desires in favor of the interests of their country, the ability of their own contributions, to make a feasible contribution to the improvement of the life of the state [142, p.12].

A conscious love for their Homeland made the fundamental characteristic of the process of Patriotic education. N.E. Rumyantsev in his translations of German teachers, including Messer, noted that the formation of such a component takes place autonomously if the appropriate factors in the hidden corners of the soul. Love for your Fatherland, which is instilled with the support of external means, is transformed into a shallow, impersonal, faded, noisy feeling, acquiring an erroneous development trajectory [142, p. 23].

Many domestic teachers began to believe that often the patriotic education of schoolchildren was reduced to public patriotic events, school holidays, at which teachers delivered speeches aimed at

exalting the merits of the imperial family. Schoolchildren were sensitive to such formalism: the younger generation disliked such events, came to them without desire, felt despondency and sadness [142, p. 50].

N.E. Rumyantsev emphasized the idea that the sprouts of feelings of love and respect for their homeland, teachers should be considered to be inherent in the child, they should not be acted upon under duress, only by indirect means can they be strengthened. Patriotism does not tolerate publicity, the brightness of presentation [142, p. 17].

Russian teachers' review period noted a number of personal characteristics necessary for a productive process of formation and development of Patriotic feelings among the younger generation. The patriotism of young people is directly correlated with the high spiritual level of personal development, understanding, and acceptance of the role of the Fatherland, productive lives and work for it. The homeland is thus identified with the closest and native man, mother. However, the feeling of love for close, loved one requires constant development, reinforcements, if the mother did not show due care, boundless love "was abrupt and rude, hurt child, used his power", and in the soul of the child will not have need of gratitude [91, p. 13].

N.E. Rumyantsev noted that Patriotic feeling can get stronger only in the state that supports, develops a love for the Fatherland, acting as a caring mother. While the state system can be both soft and more rigid in the matter of Patriotic education to the forefront in a respectful attitude on the part of the state apparatus to the laws, public order, recognition of the inalienable rights and freedoms of its citizens [142, p. 13].

The problems associated with the rehabilitation of unit officials were relevant and understandable. Effective the educational process of young people was directly correlated with the level of development of the state system. Teachers noted that the society should be based on the principles of law and order, to the fore it should be the underlying principles of respect to rights and duties as individual citizens and all the people [142, p. 14].

N.E. Rumyantsev made the conclusion that genuine love for the Fatherland, true Patriotic feelings arise in conjunction with such personal characteristics as understanding, care, active desire to assist their country, that is, "the desire to improve, improvement of the state system" [142, p. 14].

In Russia in the early XX century for a large number of persons of youth "about" all possible assistance to the Fatherland was seen in the active participation in the social movement, creation of various secret societies, violence with the aim of changing the ruling regime, with the intention of the revolutionary transformation of the state. N.E. Rumyantsev said that any revolution is very dangerous and difficult, which at its core is evil to the Fatherland [142, p. 15].

Emphasized the idea that the Patriotic feelings of the younger generation, based on the feeling of love for the Fatherland, the active desire to serve their country should be reoriented, on the one hand, in the direction of peaceful cultural means, on the other, eliminate significant deficiencies should occur at the expense of such methods, which would destroy the existence of the state itself [145, p. 23-27].

In his article "Socio-civic education from a psychological point of view," N.E. Rumyantsev stressed that the love for the Motherland and a true citizen is not foolish and blind in the service of the "great" revolution, but through peaceful, sometimes subtle work, which achieves a high-level state in its spiritual and material development [142, p. 15].

In the spring of 1909 in Moscow published a collection of articles "Milestones", which contained

the works of famous Russian philosophers, historians of culture, public figures: N. And. Berdyaev, S. N. Bulgakov, S. L. Frank, V. A. Kistyakovsky, P. B. Struve, A. S. Izgoev, M. O. Gershenzon. The authors touched on such relevant pedagogical questions, as a creative consciousness of the students, her self-improvement, moral state. The main educational task is, in the opinion of authors, should become a process of reorientation of the youth with revolutionary, destructive ideas in the direction of "spiritual and creative". The spirituality of the human person, its ability to self-creation should be a counterweight to the revolutionary events [50, p. 11].

The first world war contributed to the adoption of a new understanding of patriotism. In the foreground the love for the Fatherland, which needs to be protected not only in wartime but also to the strengthening, prosperity in everyday life. Victims of war were millions of people. Among them were not only soldiers but also civilians, children. War with all its terrible fact has forced a new look at the value of human life, to strengthen the principle of humanism. Patriotic ideas were considered in unity with the civil, labor, ethical and legal upbringing of the younger generation.

Patriotic personality characteristics: vitality, courage, willingness to sacrifice their personal interests for the interests of their country, and appeared in the youth environment.

Military action demanded to find new ways and methods of the Patriotic education of the younger generation. G. prophets in his article "From the life of high school" emphasized the idea that properly organized educational and cultural work during the war, helps to create a cheerful and confident mood in the society and the people, which, in turn, is an indispensable measure in achieving victory [137, p. 87].

The apex socio-cultural aspect of students reporting period discovered significant impacts on the process of Patriotic education, was the social movement of students during the February revolution of 1917 Events associated with the revolution of 1917, are characterized by a conscious rejection of Russian teachers of all revolutionary ideas.

So, 7-8 April 1917 in Petrograd was held First all-Russian Congress of Teachers. The speech of the delegate of the Union of students, established in 1917, was aimed at creating a faithful promise from the educational community. The representative of the Union spoke on the relationship of the children's organization with teachers, beheld the true patriotism in a close relationship of student and teacher, the result of which was seen an educated person, able to work for the good of his country: "we have organized, formed a Union to serve the Motherland, organized to help each other become educated in order to work for the same homeland" [44, p. 67].

United Union of student organizations of Moscow and Petrograd was established in May 1917. The main purpose of the children's organization was providing possible assistance to his country in a difficult time, in accordance with the norms and rules of social life. P. N. Cornflowers in his article "Student organizations" noted that the Union had a negative attitude towards the unrest in the school, misconduct, disruption of classes. For students who are members of the Union, was created six types of sections, whose activities were aimed in the direction of creative activity. Among them is the author of singled out:

- the section on defense or labor assistance to his Homeland, which included the organization of labor assistance, the creation of work teams;
- cultural education (self-education and realization of their potential in educational work among the population);

- journal (coverage of current issues time on the pages of periodicals); cooperative;
- the organization of mutual assistance; financial.

Students noted that the assistance of his country, the activities of the Union should be apolitical. Indicative of the attitude of the Union members to the demonstration of students against the political and legal ideas of Lenin and his associates. P.N. Vasilkov, describing the emotional atmosphere prevailing among the students in 1917, noted that "Lenistwo" was a remarkable phenomenon, based on the belief in a special mission of the Russian proletariat, in the conditions of Russian reality directly turning into anarchy [44, p. 69].

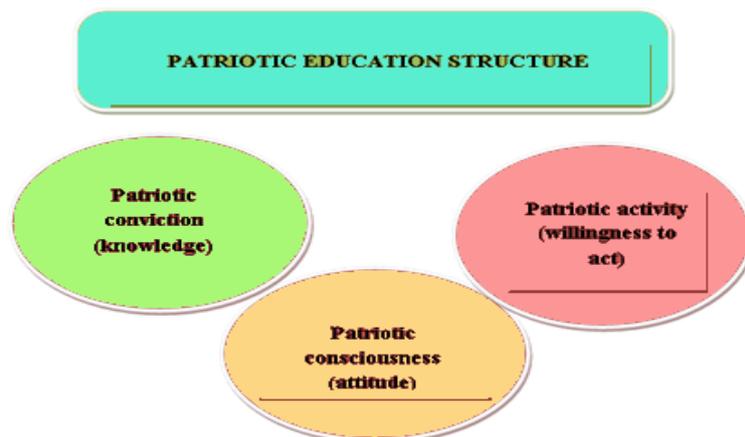
The members of the Union allocated primarily department school educational institutions, said that it was too "violent" demonstrations against Lenin could cause serious passions, entailing a counter-revolution. Students put a counterweight to any political demonstrations, meetings, the purpose of which was to be speeches, criticisms of the main provisions of Lenin's doctrine. Education saw students as one of the primaries, "noble" task of propaganda work among the people, however, require a high level of training [44, p. 69-70].

Thus, in 1917, the Association of students remained aloof from the political problems of the state. However, among the students strengthened the idea that for the benefit of his country does not need revolutionaries, troublemakers, and more useful experts with education, with skills training. Highly educated, professionally trained members of the society can do for him much more than the rebels, carrying disorder and lead to the death of the state. In the ranks of the Union members are increasingly strengthened the idea that "school should be a center of education, not a platform for political games and revolutionary action" [44, p. 71].

Summing up, we note that the concept of "patriotism" "Patriotic education" modern researchers are analyzed on the basis of diverse aspects. However, all the researchers involved in this field, noted the overriding importance of formation at younger generation of feeling of love to their country, which is based on knowledge of the historical past of their country, respect the customs, traditions, culture of its people, comprehension of the nature of the native land [54, p. 22-24].

A comparison of the views of scientists on the studied problem allowed us to formulate a position about the fundamental basis of the Patriotic characteristics, form and develop in the process of education and upbringing of the child.

The main components of patriotic education are presented in Figure 3.



**Figure 3:** Fundamental components of patriotic personality education

Patriotic education is based on three complementary pillars: awareness of the importance in human life of spiritual values, their dominant role over the material component; the knowledge of culture, history and natural features of their small and large country; the assimilation of the traditions and customs of national culture.

Thus, in this research the term patriotism in the children's Amateur associations is understood as purposeful process of training youth to the creative interaction in conditions of society, to participate in socially important events, the formation of students' careful attitude to native nature, history and traditions, awareness of moral duty to the homeland and readiness to protect his interests.

In operation since the beginning of the twentieth century, to 1917, there is a significant modification of the concepts of "patriotism" "Patriotic education". The dominant Orthodox ideals based on the triad "Orthodoxy. The autocracy. Nation", basically contains the love of God, Fatherland, loyalty to the Emperor, obedience, humility, penance, proved to be untenable in the light of the revolution of 1905-1907, the First world war, the school reform of 1915 and the February revolution of 1917 brought new benchmarks in the Patriotic education of the younger generation. Strengthening social and moral criteria in the development of the individual becomes the primary task of the Patriotic education of youth. The labor and professional preparation of the younger generation, the high level of its education, the acceptance of responsibility for the fate of their homeland, the ability to sacrifice their personal interests for the benefit of the public, the desire for creative activity - fill the concept of "patriotic education" with a completely new meaning.

As a result of the study, features that identified new approaches to the formulation and solution of the problem of patriotic education of students in Russia at the beginning of the twentieth century were identified and analyzed. The array of pedagogical sources summarized in the work, including those first introduced into the scientific circulation, in their totality allows us to reconstruct the process of patriotic education of Russian schoolchildren in the early twentieth century.

During the first two decades of the twentieth century (until 1917) there was a significant transformation of the essence of the patriotic education of the younger generation. The first Russian revolution of 1905-1907 showed the weakness of the Christian-Orthodox ideal of a patriot based on love for the Fatherland, for God and the emperor, obedience, humility, asceticism. The domestic pedagogical community, (N.E. Rumyantsev, V. Yakovenko, A.M. Nazarov) introduced the ideas of cultural, creative, peaceful work in the content of patriotism, designed to eliminate the shortcomings of the existing system. The First World War, the proposed transformation of the school system of 1915, the February Revolution of 1917 focused on strengthening the social and moral preparedness of future citizens. Ideas that defined the new content of patriotic education penetrated into the pedagogical consciousness - labor and professional training, education, responsibility for the fate of the motherland and the desire for creative activity were updated.

## 5. CONCLUSION

The work highlights the spiritual and moral criteria for the development of youth. This is fundamental in the formation and development of personality patriotic components. This work also characterizes the process of formation and development of amateur associations as a subject of patriotic education in Russia for the 20th century. The factual material and theoretical provisions contained in the work can be used by legislative and executive authorities in the development and implementation of youth policy, in the development of programs for the patriotic education of

students. The research materials are used in the development and adjustment of target programs for the formation of tolerant consciousness and patriotic education of adolescents and youth; used to improve the work of youth public organizations and associations, as well as to develop spiritual, moral, civil foundations for the education of future teachers.

## 6. AVAILABILITY OF DATA AND MATERIAL

The data used in this study are included in this article. No data is generated from this study

## 7. ACKNOWLEDGEMENT

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