



Ruslana Soichuk

Ukraine

Oksana Petrenko

Ukraine

Iryna Budz

Ukraine

Hryhorii Pustovit

Ukraine

Roman Pavelkiv

Ukraine

Specifics of National Self-Assertion Upbringing of Students in Extracurricular Activity Against a Background of the Russian Armed Aggression

DOI: 10.15804/tner.2022.68.2.01

Abstract

The article contains the empirical testing results of the effectiveness of the developed methodology of national self-assertion upbringing of students in extracurricular activity against a background of the Russian armed aggression. Senior teens and high school students participated in the experiment at various stages. We have received positive dynamics in national self-assertion upbringing in an extracurricular activity of students. The introduced results prove the pedagogical expediency and effectiveness of the proposed methodology. On the other hand, developed and implemented methodology as a set of content, methods, and forms that contribute to students' national self-assertion upbringing is effective in the pedagogical conditions.

Keywords: *national self-assertion, students, national identity, extracurricular activity, methodology of national self-assertion upbringing*

Introduction

The military, political and socio-cultural situation in contemporary Ukraine actualises a problem of the increasing role of national self-assertion as the implementation of a national idea and achievement of national success by the Ukrainian people. Hence, forming a nationally minded citizen of the Ukrainian state should become the strategy of the state, society and social institutions, particularly educational establishments. Considering that, the institutions of secondary education (hereinafter – ISE) in the context of a personally oriented educational paradigm should promote the formation of a new Ukrainian with a positive national identity and adequate national self-esteem, capable of mobilising all his intellectual and spiritual potential for achieving success in the interests of the nation.

However, the peculiarities of national self-assertion upbringing of students in social instability and the advocacy of sovereignty have not been studied. Up to the present day, a holistic methodology of national self-assertion upbringing of students in an extracurricular activity in the context of current challenges has not been developed.

Research Problem

The urgency of the problem within today's challenges and the level of its argumentation led to the definition of contradictions between the existence of culture and tradition diversity in Ukrainian society and the need to develop Ukrainian national identity and values and protect the interests of the Ukrainian nation as the foundation for the establishment of the Ukrainian state in the modern world; state demand for the education of national self-affirmation of a growing personality and the need of a single holistic system of such education, the lack of theoretical justification for this process against a background of the Russian armed aggression. The high educational potential of extracurricular activities of educational establishments for the education of national self-assertion and its incomplete realisation, particularly in the creation of a democratically favourable educational environment and provision of appropriate content and methodological support, also contribute to the urgency of the problem.

The identified contradictions, the need for theoretical and practical elaboration and systematisation of the identified problem in the context of the war challenges of the day actualise the topic stated in the proposed study.

Research Focus

The main concepts of scientific intelligence are based on the relevant legislative and legal framework, in particular, the principles and norms of the Constitution of Ukraine, the Law of Ukraine «On Education», the Decree of the President of Ukraine «On the Strategy of National Patriotic Education of Children and Youth for 2016–2020», the Concept of National-Patriotic Upbringing of Children and Youth, the Concept «New Ukrainian School», etc.

The analysis of scientific resources shows an increasing interest in the problem of the national self-assertion of an individual. Thus, in the academic works of Greenfed and Eastwood (2007), Lapsley (2016), Barret (1996), and others, the focus is on the need for reinterpretation or new development of its own national identity for each new generation.

The depth of scientific discussion has been realised by analysing the works of foreign and Ukrainian scientists. In the works of foreign (Stryker & Burke, 2000) and Ukrainian (Soichuk, 2019) researchers, the axiological foundations of the national self-assertion of an individual are analysed. The formation specificity of national awareness and self-awareness is disclosed by Soichuk (2017) and Petrenko (2021). Pustovit (2019) considers the problem from the point of view of non-formal education. At the same time, Petrenko (2013) analyses the gender features of the education of national self-assertion and Budz (2020) reveals the problem through the prism of gifted education.

Development of a holistic methodology of national self-assertion upbringing of students, based on the organisation of a democratic and supportive educational environment of ISE with powerful educational potential of extracurricular activity that involves the educational interaction of subjects, namely: schools, families, institutions of extracurricular education, public organisations and communities, united territorial communities, state authorities, military establishments and other social institutions – will enable the efficiency and effectiveness of national self-assertion upbringing of students, modernisation of education content with the national component, appropriate forms and methods to form motivation of national focus in youth during the performance of socially significant activities.

Research Methodology

General Background of Research

An object of our research is the national self-assertion upbringing of students.

The study aims to characterise the results of the empirical testing of the methodology effectiveness of national self-assertion upbringing of students in extracurricular activity against a background of the Russian armed aggression.

Tasks of the research:

1. To specify the meaning of the concept of «national self-assertion of an individual».
2. To identify a set of methods and diagnose levels of national self-assertion upbringing of students, according to specific criteria and indicators.
3. To empirically test the effectiveness of the methodology of increasing national self-assertion of students in an extracurricular activity.

Sample

The accessible population for this study consisted of 1573 students of the 8th–11th forms. The secondary education institutions were randomly chosen in Lviv, Rivne, Khmelnytsky, Kyiv and Cherkasy regions. The age of students within 14–17 years old is determined in the study, namely: 14–15 years old – senior teens and 16–17 years old – youth (senior high school students). 859 senior teens (8–9 forms) and 714 senior high school students (10–11 forms) participated in the experiment at various stages. The experimental group (EG) consisted of 788 students, and the control group (CG) consisted of 785 students. The study was conducted in 2015–2022.

Instrument and Procedures

To determine the level of national self-assertion upbringing of students, according to relevant indicators and criteria, a set of diagnostic techniques and methods were applied at different stages of the pedagogical experiment, namely: tests «What personality I am» (according to A. Markov), C. Spielberger's self-esteem scale, a questionnaire and methods of self-assessment «Signs of affiliation to the nation», «Vectors of progress», «Content definition of concepts», «Motives of national self-fulfilment», «National feelings» questionnaire, «Modern realities», test «Consciousness of self as a Ukrainian» (elaborated by us).

Data Analysis

The calculation was carried out according to the ranking scale, which facilitated arranging the relevant characteristics. According to the experimental work, the analysis of the obtained data was carried out using the Pearson criterion (χ^2) method of mathematical statistics to assess the reliability of the differences between the control and experimental groups' indicators.

The computer program Delta Test (author: V. Vasyuta) was used to verify the obtained results.

Results

As a result of the theoretical analysis, the content of the concept of «national self-assertion» has been clarified in broad and narrow senses: in the broad sense, *national self-assertion* is the embodiment of the national idea through the realisation of national interests and values when the people, the nation act as a subject; in the narrow sense, *national self-assertion* is an integrative property-value of a person that is revealed in the formation of positive national identity that facilitates the realisation of his civic position and is determined by devotion to the Motherland, responsibility to his nation, respect for all the ethnic groups that make up the Ukrainian people, the desire for moral self-improvement and readiness to promote and defend the national interests of the Ukrainian state jointly (Soichuk, 2017, pp. 77–78).

Accordingly, *the aim of national self-assertion upbringing of students* is the formation of a self-sufficient personality who is self-aware and a member of the Ukrainian nation, strives for moral action and is committed to the Ukrainian state, the people and respectful towards all the ethnic groups and is also ready to stand up jointly for independence and integrity of the state.

Therefore, we consider *national self-assertion upbringing* as purposeful pedagogical activity, which implies the formation of a personality's ability to national reflection that reveals in models of national thinking, national symbols, national values and norms that influence the formation of his national identity. Accordingly, *the extracurricular activity of national self-assertion upbringing of students* is defined as part of the integral educational and educational process of ISE, which is organised and conducted in a free time by a pedagogical staff, student government based on collaboration and cooperation aimed at the development of the intellectual and spiritual potential of students.

According to the results of the empirical research, the dependence of the effectiveness of national self-assertion upbringing of students on the individual and psychological characteristics of a personality of this age is determined. However, it has been proved that the effectiveness of the national self-assertion upbringing of students also depends on consideration of the gender identity of a person of this age (Petrenko, 2013).

The result of the national self-assertion upbringing of students is the formation of national-personal values in the younger generation as an acknowledgement of national unity, security and a strategic issue for the further advancement of the independent legal social Ukrainian state.

An analysis of the results of the summative stage of the experiment showed that the active and constructive (high) education level of national self-assertion is appropriate for 14.1% and 13.7% of the respondents of the EG and the CG, respectively. The reflexive and positive (sufficient) level was recorded in 43.1% and 44.2% of the students of the EG and the CG, respectively. The situational changing education level (average) of national self-fulfilment is appropriate to 31.0% and 30.2% of the students of the EG and the CG, respectively. The negative and passive (low) level is peculiar to 11.8% and 11.9% of the students of the EG and the CG, respectively. Thus, at the beginning of the experimental work, there was no significant difference between the levels of national self-assertion upbringing of students in the EG and the CG. Each level is characterised by the formation of cognitive, emotional and value, reflexive-volitional and behavioural activity components of this phenomenon. The analysis of the results of the summative stage has shown a low level of motivation of the national orientation and experience of national self-assertion of students makes it impossible for constructive national self-assertion of the individual to meet the public request in the context of modern challenges and correspondingly needs the ways to solve the problem. Consequently, the issue of developing and implementing a methodology for national self-assertion upbringing of students in the extracurricular activity of ISE is relevant.

The extracurricular activity was organised based on increasing knowledge about the national self-assertion of an individual and the mechanisms and ways of its manifestation in everyday life in the conditionals of Russian armed aggression. For the optimal organisation of extracurricular activities for students, a methodology of students' national self-assertion upbringing was developed and implemented through the interactive programme «Through national self-assertion to prosperity».

Following the structure of national self-assertion of an individual, the content of the programme was realised by *groups of methods of national self-assertion upbringing*: methods of cognition (involving mastery of knowledge about oneself

and one's capabilities as a bearer of the values of the nation and the Ukrainian nation as well as statehood); methods of activating identification (oriented towards positive national identification of a personality with the Ukrainian nation); methods of affiliation (aiming at experience formation of interpersonal and national solidarity interaction); methods of regulation and mobilisation (provide activation, mobilisation of intellectually-spiritual forces in nationally goal-oriented activities for achieving success and ability to self-improve and implement national self-regulation).

The most effective methods of national self-assertion upbringing of students have been revealed, namely: a conversation, a discussion, a game, an open studio, a brainstorm, a case, a polylogue in combination with a reflexive-explicit method and others.

The most effective organisational national self-assertion forms of work have been found, namely: training, projects, research expeditions, Internet meetings, conversations, film viewing, flash mobs, etc. The implementation of the action programme of the club «A Self-sufficient Personality – a Citizen of the Ukrainian State» proved to be effective, contributing to national reflection and identification, national self-regulation and affiliation.

Increasing the effectiveness of national self-assertion upbringing of students is possible due to the following pedagogical conditions: teachers' training aiming at educating national self-assertion of an individual; the implementation of an interactive programme for the education of students; development of a democratic educational environment in ISE; systematic monitoring of the levels of national self-assertion upbringing of students and interaction of the subjects of the democratic educational environment of ISE.

During the educational experiment, the dynamics of the education levels of national self-assertion of students and the analysis of the results were monitored. The final questionnaires and interviews of students aimed to determine the impact of the developed methodology on the national self-assertion upbringing of students in extracurricular activity based on the comparative assessment of the levels of national self-assertion upbringing of students in experimental and control groups upon completion of the educational experiment.

The levels of national self-assertion upbringing of students (8–11 forms) of experimental and control groups according to the results of the summative and educational stages of the pedagogical experiment are given in Table 1.

The obtained results have certified that the characteristics of the experimental and control groups before the beginning of the pedagogical experiment coincide with the significance level of 0.05. In contrast, after the experiment, the reliability

Table 1. Characteristics of the levels of national self-assertion upbringing of students before and after the educational stage of the experiment

<i>Forms CG, EG</i>		<i>High level</i>	<i>Sufficient level</i>	<i>Average level</i>	<i>Low level</i>	χ^2
8 form (before the experiment)	CG	24 (11,5%)	91 (43,8%)	67 (32,2%)	26 (12,5%)	1,83
	EG	27 (12,9%)	97 (46,4%)	55 (26,3%)	30 (14,4%)	
8 form (after the experiment)	CG	25 (15,0%)	80 (47,9%)	45 (26,9%)	17 (10,2%)	16,08
	EG	43 (25,6%)	93 (55,4%)	26 (15,5%)	6 (3,6%)	
9 form (before the experiment)	CG	32 (14,5%)	96 (43,4%)	64 (29,0%)	29 (13,1%)	1,08
	EG	29 (13,1%)	91 (41,2%)	74 (33,5%)	27 (12,2%)	
9 form (after the experiment)	CG	18 (11,8%)	67 (43,8%)	49 (32,0%)	19 (12,4%)	16,53
	EG	36 (23,1%)	82 (52,6%)	30 (19,2%)	8 (5,1%)	
10 form (before the experiment)	CG	29 (15,8%)	73 (39,9%)	59 (32,2%)	22 (12,0%)	0,66
	EG	27 (14,7%)	76 (41,3%)	63 (34,2%)	18 (9,8%)	
10 form (after the experiment)	CG	26 (15,5%)	78 (46,4%)	41 (24,4%)	23 (13,7%)	18,42
	EG	47 (28,1%)	87 (52,1%)	26 (15,6%)	7 (4,2%)	
11 form (before the experiment)	CG	25 (14,5%)	86 (49,7%)	46 (26,6%)	16 (9,2%)	1,53
	EG	28 (16,1%)	75 (43,1%)	53 (30,5%)	18 (10,3%)	
11 form (after the experiment)	CG	25 (17,6%)	63 (44,4%)	37 (26,1%)	17 (12,0%)	18,50
	EG	47 (31,1%)	76 (50,3%)	24 (15,9%)	4 (2,6%)	

of the differences in the characteristics of the control and experimental groups corresponds to 95%, and in some cases to 99%, which proves the effectiveness of pedagogical influence on the students.

The data analysis in the table confirms that significant changes in the levels of national self-assertion upbringing of students of the control group at the end of the experiment have not been revealed. The presence of high and sufficient levels of national self-assertion upbringing of students of the control group is determined by the advantage of the cognitive component.

Thus, according to the study results, we defined positive dynamics in the experimental groups regarding the levels of national self-assertion upbringing in students of 8, 9, 10, and 11 forms after the experiment presented in the histogram (Figure 1).

The effectiveness of implementing the methodology for national self-assertion upbringing of students in the extracurricular activity of ISE was verified using the Pearson criterion (criterion χ^2). Characteristics of the experimental and

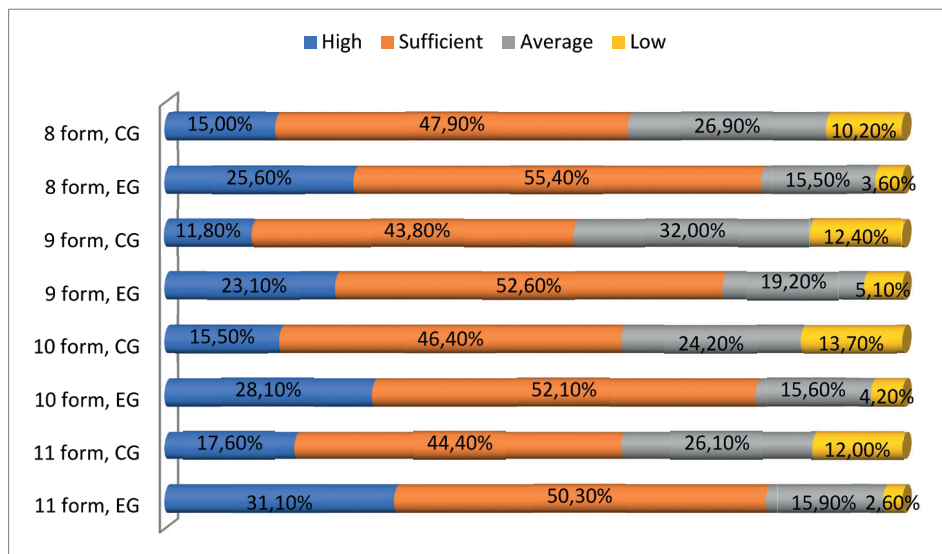


Figure 1. Characteristics of the levels of national self-assertion upbringing of students of EG and CG after the educational stage of the experiment, in%

control groups before the beginning of the pedagogical experiment coincide with the significance level of 0.05, whereas after the experiment, the reliability of the differences between the characteristics of the control and experimental groups corresponds to 95%, and in some cases to 99%.

The obtained statistical significance proves the effectiveness of the developed methodology for the national self-assertion upbringing of students in the extra-curricular activity of ISE.

Discussion

Developed and implemented methodology as a set of content, methods and forms that contributes to national self-assertion upbringing of students is effective in the following pedagogical conditions: teachers' training aiming at educating national self-assertion of students; implementation of the provisions of the interactive programme for students' upbringing «Through national self-assertion to prosperity»; development of a democratically conducive educational environment to provide effective work of student government; carrying out systematic monitor-

ing of the levels of national self-assertion upbringing of students that contributes to determining the optimal combination of forms, methods, approaches and means of education.

Application of a holistic system approach to the organisation of the process of national self-assertion upbringing of students in the extracurricular activity of ISE is possible provided that the use of the content-methodological provision, namely: educational programmes and plans; teaching and learning aids; materials for monitoring the upbringing of national self-assertion of students. In the course of the study, it was found that the use of groups of methods for the upbringing of national self-assertion (methods of cognition; methods of activating identification; affiliation methods; methods of regulation and mobilisation) ensures the achievement of the target goal. It was found out that the implementation of the developed interactive programme for students' upbringing «Through national self-assertion to prosperity» and the programme of the club «A Self-sufficient Personality – a Citizen of the Ukrainian State» contribute to the upbringing of national self-assertion of students.

The conducted research does not cover all aspects of the solution to the problem of national self-assertion upbringing of students; therefore, the prospect is considered the search for new effective forms and methods for organising the educational process and the development of diagnostic tools for the discovery of this property-value of the individual, etc.

Conclusions

Thus, the presented study of the problem of national self-assertion upbringing of students in extracurricular activity against a background of the Russian armed aggression and the results of conducted experiment enables to conclude that:

1. National self-assertion upbringing is an organised process of subject-subject interaction aimed at the spiritual development of the student's personality, positive national feelings, and personal values, which constitute the internal basis of readiness for national self-assertion.

2. Four levels of formation of the main components of national self-assertion of students were defined, namely: cognitive (interaction of national self-reflection and national self-identification, as well as their results), emotional and value (formation of national-personal values, the positive-value attitude of an individual to himself and the Other, the people and the nation, outstanding personalities, various phenomena and processes of the social life of the Ukrainian nation,

national feelings, beliefs, reflected in emotional and value self-treatment in the national self-esteem), reflexive-volitional (optional self-regulation of a student) and behavioural activity (a set of practical actions, deeds, the behaviour of the individual following the norms and values of the Ukrainian nation).

According to the content structure, the criteria and indicators of national self-assertion upbringing of students were developed; the levels of national self-assertion upbringing were identified and characterised, namely: active-constructive (high), reflexive-positive (sufficient), situational-varying (medium), negative-passive (low).

The set of methods was selected, and the levels of education of national self-assertion upbringing of students were determined according to specific criteria and indicators.

3. The developed and implemented methodology of national self-assertion upbringing of students has been empirically tested. The specifics of the implementation of the developed methodology are highlighted. In particular, it is proposed to use groups of methods for national self-assertion upbringing: methods of knowledge, methods of identification activation, methods of affiliation, and methods of regulation and mobilisation.

It has been found that the implementation of the developed interactive programme for students' education «Through national self-assertion to prosperity» and the activity programme of the Club «Self-sufficient personality – a citizen of the Ukrainian state» contribute to the national self-assertion upbringing.

The verification of the probability of the obtained experimental data using the Pearson criterion (criterion χ^2) confirmed the effectiveness of the methodology of national self-assertion upbringing of students developed and implemented in the extracurricular activity of experimental institutions of secondary education since the students who participated in the experiment have acquired new knowledge, skills necessary for further life and promotion of the value of the Ukrainian nation.

Thus, analysis of methods and techniques of national consciousness formation and theoretical justification of this phenomenon will contribute to further scientific discussion on the implementation of methods of national self-affirmation of students in extracurricular activities.

References

- Barret, M. (1996). *English children's acquisition of European identity*. Pergamon Press.
- Bathan, P. S. Jr. (2021). *Committing to Social Responsibility: A Grounded Theory of*

- a Conducive Learning Environment. *The New Educational Review*, 65, 178–189. DOI: 10.15804/tner.2021.65.3.14
- Budz, I. (2020). Prospects of the Use of Great Britain's Experience in the Educational System of Gifted Schoolchildren in Ukraine. *Innovation in Education*, 12, 104–111.
- Greenfeld, L., & Eastwood, J. (2007). *National Identity. Oxford Handbook of Comparative Politics*. Oxford University Press. DOI: 10.1093/oxfordhb/9780199566020.003.0011
- Kin, O. (2021). Theoretical substantiation of the system of formation of national self-consciousness of student youth in the process of public activity. *Materials of the IX International Scientific Conference «Actual Problems of Social Sciences» (05.01.2021)*. NSG, 2021. <https://nsg-conferences-issn-2391-4164.blogspot.com/p/kin-olena-2021-theoretical.html>
- Kontsepsiia natsionalno-patriotichnoho vykhovannia v systemi osvity Ukrainy (The Concept of National-Patriotic Upbringing in the Education System of Ukraine). (n.d.). <https://zakon.rada.gov.ua/rada/show/v0641729-15#Text>
- Kontsepsiia natsionalno-patriotichnoho vykhovannia ditei ta molodi (The Concept of National-Patriotic Upbringing of Children and Youth). (n.d.). http://ru.osvita.ua/legislation/Ser_osv/47154/
- Kontsepsiia «Nova Ukrainaska Shkola» (the Concept «New Ukrainian School»). (n.d.). <https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainska-shkola-compressed.pdf>
- LaMar, M. M. (2018). Markov decision process measurement model. *Psychometrika*, 83, 67–88. DOI: 10.1007/s11336-017-9570-0
- Lapsley, D. (2016). Moral Self-Identity and the Social-Cognitive Theory of Virtue. In J. Annas, D. Narvaez, & N. E. Snow (Eds.), *Developing the Virtues: Integrating Perspectives* (pp. 34–68). Oxford University Press. DOI: 10.1093/acprof:oso/9780190271466.003.0003
- Minelgaitė, I., Blažytė, G., & Littrell, R. F. (2017). Ethnicity and Occupational Differences in the Transforming Homogenous Culture: The Case of Lithuania. *Pedagogika*, 128(4), 20–38. <https://ejournals.vdu.lt/index.php/Pedagogika/article/view/553/363>
- Ogrodzka-Mazur, E., & Saukh, P. (2019). The Social and Cultural Tendencies in the Environment of Contemporary Youth. A Polish-Ukrainian Comparative Study of the Structure of Axiological reality. *The New Education Review*, 57, 63–74. DOI: 10.15804/tner.2019.57.3.05
- Petrenko, O. (2013). Gender Mainstreaming in Education and Upbringing: the problem of term formation. *Theory and methods of educational management*, 11. http://nbuv.gov.ua/UJRN/ttmuo_2013_11_15
- Petrenko, O. (2021). Formuvannia natsionalnoi samosvidomosti studentskoi molodi v protsesi hromadskoi diialnosti (z dosvidu roboty Rehionalnoho kompleksnoho naukovo-metodychnoho tsentru innovatsiinykh tekhnolohii osvitnoho protsesu RDHU) (Formation of national self-consciousness of student youth in the process of public activity (from the experience of the Regional Integrated Scientific and Methodological Center for Innovative Technologies of the Educational Process of the State University of Humanities)). *Social work and social education*, 1(6), 112–119.

- Pavlyk, N. P., & Pustovit, H. P. (2019). The content analysis of practices and projects of organizing non-formal education in Ukraine. *Visnyk of Zhytomyr Ivan Franko State University*, 1, 82–88. <http://eprints.zu.edu.ua/29529/1/13.pdf>
- Soichuk, R. (2017). The phenomenon of «nation» in a close analysis of problem of students' national self-assertion upbringing in the modern conditions. *Intellectual Archive*, 6(1), 77–78.
- Soichuk, R. (2019). *Problema vykhovannia natsionalnoho samostverdzhennia uchnivskoi molodi kriz pryzmu vzaiemodii «pedahohy-batky-dity»* (The problem of educating the national self-assertion of student youth through the prism of interaction «teachers-parents-children»). Topical issues of pedagogy: Collective monograph. Edizioni Magi.
- Spielberger, C. D. (1989). *State-Trait Anxiety Inventory: Bibliography* (2nd ed.). Consulting Psychologists Press.
- Stryker, S., & Burke, P. J. (2000). The Past, Present, and Future of an Identity Theory. *Social Psychology Quarterly*, 63(4), 284–297. DOI: 10.2307/2695840
- Xu, Y., Farver, J. A. M., & Pauker, K. (2015). Ethnic identity and self-esteem among Asian and European Americans: When a minority is the majority and the 194 majority is a minority. *European Journal of Social Psychology*, 45, 62–76. <https://doi.org/10.1002/ejsp.2061>
- Zakon Ukrainy «Pro Osvitu» (The Law of Ukraine «On Education»). (n.d.). <https://osvita.ua/legislation/law/2231/>
- Zowczak, M. (2011). *Antropologia, historia a sprawa ukraińska. O taktyce pogranicza. Lud.* Vol. XCV. https://www.waunet.org/wcaa/archive/downloads/wcaa/dejalu/may_2013/zowczak.pdf