

THE MODEL OF STUDENTS' PATRIOTIC ATTITUDE DEVELOPMENT DURING THE STUDY COURSE 'RURAL TOURISM'

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Abstract

The migration of many rural youngsters to bigger cities and other countries in order to find a place for better life and job is not only economic but also educational and up-bringing problem nowadays. The development of the Latvian countryside is closely connected with the investment of educated young people in the long-term creative development of the native country. Latvia University of Agriculture students consider that one of the reasons of leaving their native land rather easily is because they were not purposefully brought up in the field of the patriotism and the feelings of belonging to their native country. Higher educational establishments apply different study models dependent mainly on the aims of educational institutions. The aim of this work is to develop a study model of 'Rural tourisms' taking into account that the study course 'Rural Tourism' has its up-bringing potential which can help to increase the development of students' patriotic attitude during the acquisition of Latvian cultural and historic inheritance. The priority of the study course 'Rural Tourism' in Latvian higher educational establishments is supposed to contribute to the development of students' entrepreneurial skills but this direction does not increase the development of students' patriotism. The above mentioned developed study model is based mainly on the dynamics of the relationship between the study program and the development of students' patriotism.

Keywords: study model, patriotism, regional studies.

Introduction

One of students' training forms is the study model including mutual students' and lecturer's level of freedom in the area of study relations which complies with the chosen learning task. The process of learning and up-bringing is not fully voluntary for students, because 'a stone does not ask a sculptor to put it into a shape'. Each new study model gives birth for a corresponding problem-solving situation in this process. Kant declared that the aim of up-bringing is not to adapt humans to a definite situation, but it should be an universal one, and should move to the humans' development all over the world; thus, the aim of up-bringing in many countries will be the same (Kant, 2002). One should understand that the issue is about values common to all mankind but they differ depending on the interest of each ethnical community and one's own particular way in education. The questions of up-bringing patriotic attitude are urgent in modern pedagogy. The education of-today has a rather practical feature and modern higher educational establishments tend to limit students' personal cultural development in definite borders. In future after finishing their educational establishments students will produce, create in their own field, but they

will be only consumers for others (Kons, 1982). Patriotism and society are closely interdependent, as a social phenomenon. It mainly depends on the peculiarities of the historical development of a state and society. In the period of Soviet occupation in the conditions of reglementational functioning Soviet social system patriotism was one of ideological fundamentals used as the main direction in the area of upbringing youth. Later, at the end of 60s and beginning of 80s patriotism was investigated as an intellectual phenomenon of society in different fields of science, especially, in philosophy. From the middle of 80s the trend to realise patriotism as one of the phenomenon of the social intellectual life became dominant (Bader, 2006). As the subject of the students' patriotic attitude one can consider the state, the native land that could be understood as having a predisposition to share national goals, interests that is the priority compared to any other personal interests. A state and one's native land are the highest values and the object of major high personal patriotic feelings and purposes. Patriotism and the patriotic attitude can strengthen a state and facilitate its development (Hēgelis, 1981).

The study model in higher educational establishment is intended to help students obtain

knowledge which will be useful in their future life and education, and support students' own opinion about their development of knowledge and skills. Our aim is to work out a study model of the study course 'Rural Tourism' so it is necessary to observe already existed didactic models used in high schools and implement such a study model which will allow students to develop further their patriotic attitude, obtain Latvian cultural and historical values during study in high school.

Many different didactic models are used in higher educational establishments. The aim of the Pragmatic – Practical Model is to reach a practical result and develop a student's personality based on his/her individual characteristic features. Students' practical skills are developed; they obtain knowledge about social culture and cultural values. A student can realise his/her working approach and develop his/her own characteristic features in the frame of this model. Students develop their group work skills; collaborate in models of groups, teams (Žogla, 2001). Contrary to this model, the idealistic theoretical model represents the theory which can't be used in the real life. The aim of the Individual Model is to incorporate the development of students' entrepreneurial skills that intend to work in future with presidents of the firms or top managers. The main focus is on the individual needs in this model comparing to the common social needs in the previous one.

One can notice that a student is often perceived as a potential university client who pays for the chosen program. Thus, market relations are implemented at universities and one thinks less about intellectual values as well as patriotic upbringing (Westheimer, 2006). From the very beginning, different popular models were developed in each state differently, but these models were available in other states. Behaviouristic, cognitive, lingvodidactic, activities-based, motivational models interdependently enrich and supplement each other. The task of learning environment at universities is to develop an individuality, to hasten students' accumulating and constructing knowledge and skills under the guidance of a high school lecturer. The educational process helps students to obtain socializing skills as well as other skills and methods which are necessary in their future professional work. Cultural values are acquired during the process of learning because these values are included in the contents of the study course (Žogla, 2001).

While working out the study model 'Rural

Tourism' the following hypothesis is taken into account:

The development of students' patriotic attitude occurs more successfully if:

- students are connected with the research of cultural, historical and natural heritage of their native land, and emotional experience significantly personal for each student takes place during it;
- the contents of the study course 'Rural Tourism' is oriented to the development of students' patriotic attitude to the native land and its cultivation.

Our task is to develop students' patriotic attitude to the native country in higher educational establishments during the time of acquisition of the study course 'Rural Tourism'. The aim of this work is to develop a study model of 'Rural tourism' taking into account that the study course 'Rural Tourism' has its up-bringing potential which can help to increase the development of students' patriotic attitude during the acquisition of Latvian cultural and historic inheritance. In the frames of the study course 'Rural Tourism' we have the real possibility to develop students' patriotic attitude and the sense of belonging to the native land and understanding that she/he is a component of the whole, by implementing cultural and natural treasures of the native land. Our country has its own ethnic and cultural peculiarities which will be handed down to the next generation and these endeavours also can be developed during the process of education. The possibility of practical implementation of acquired knowledge, skills, and its accordance to the needs of the modern world, students' ability to widen their knowledge independently, were also taken into account. The ideas of constructivism are put as a base of developing the study model of the course. Students were given the possibility to work out their own approach to obtaining knowledge, which will become personally significant in their future working time. Students' obtained knowledge, skills, and their conformity to modern reality are considered to be important. Acquiring knowledge and skills occur in collaboration, thus social experiences are obtained. Students' and high school lecturers' mutual team work could facilitate the development of a future specialist's professional skills as well as each student's individuality. The Hermeneutic approach to understanding traditions, history and cultural values of a native land were taken into account

during the study course acquisition. Such an approach could allow discovering a goal but not constructing it. It is also important to appreciate the student's way to self-investigation, understanding his own place in this world, explaining himself who he is in connection with himself as a personality (Ksenofonts, 2005).

Materials and Methods

Patriotism is a multidimensional phenomenon including complicated characteristic features which reflect different levels of functioning varied social systems in many ways. The level of LUA students' patriotic attitude may be considered as one of the structural components of his/her personality, and may be added to the strongest feelings and stable personal peculiarities (value, confidence, norms of behaviour, and valuable criteria of social phenomenon). The essence of the patriotic attitude as a student's complicated individual integral model includes love and faithfulness to the native country; the identification of one's own interests with the interests of the native land, the connection of his/her fortune with the life of the native state; students' patriotic feelings which are the components of human spiritual structure; the active civil position, readiness to protect the interests of the native land and work for its prosperity; pride for the national culture and achievements of their countrymen, the respectful attitude to the Past, national traditions, and critical evaluation of them simultaneously (Koltzova and Sosnin, 2005). Consequently, LUA students' patriotic attitude are honest, correct and respectful to the native land. The aim of patriotic upbringing is to create a sense of responsibility for the native country; a need to take care about cultural and historical values of the native land; a necessity to collaborate in the cultural and historical life of the native country; a willingness to work actively, self-actualisation in practical life for welfare of the native state.

We need to facilitate patriotic upbringing because students' patriotic attitude is real only when it becomes an persistent emotion, and if a student is conscious of the necessity of the patriotic activities and its practical implementation. Comprehending the life of the native state through his/her emotional experience a student acquires spiritual values of the native state.

The model of the study course 'Rural Tourism' is based on the following methodical principles:

- the conformity to nature;
- the conformity to culture (Dunska, 2006);
- and the main - investigation of the native land.

The tasks of forming LUA student's patriotic attitude follows the above mentioned: overcoming selfishness and being aware of civil duties; raising human pride of the native land and respect to it; preserving and resuming national traditions; openness to new ideas and strengthening efficient love to the native land. Modern LUA students should have the ability to adapt themselves to changeable environments, implement opportunities for mobility as well as using the advantages of national values. A student's patriotic upbringing is the development of the attitude and it cannot be seen separately from themselves, a family, and a state. An important role is given to a family where young people would develop their love to the native land and patriotism. LUA students from the countryside and provincial towns are more brought in Latvian cultural traditions. The development of comprehension of the motherland starts from the very childhood, from a child's emotional experience during working activities.

LUA students express such a standpoint in discussions that patriotism is mainly the matter of a family. Tactics of citizenship upbringing is developed in the family, and working habits are adopted also in the family. The basic principles of the generation genetic links, patriotic mentality with original ethnic peculiarities, customs and traditions of rural yards are considered in continuum. A young man acquires the fundamentals of love of his microsocium- The Small Motherland- only in his family. The definite professional direction of LUA students also occurs here. Thus, higher educational establishment should do its best in order to develop LUA students' patriotic attitude to the native land. Knowledge should not be contrary to students' attitudes, emotional experience, and disturb the acquisition of the study course contents. Student's emotions, understanding, and listening can be improved during the study process.

It is possible using the local lore method. Principles of regional studies which is taught during 'Rural tourism' course. Local lore method (research work carried on the native land) could be treated as a specific LUA students' activity form which is realized in scientific circles which are expanded through upbringing students' ecological culture, the development of all spheres

of human personality and students' inclination to acquire the surrounding world, as well as the attitudes to the world, society, and the ability for self-investigation. Local lore method of 'Rural Tourism' course consists of the following: target identification; finding out environmental epistemological spiral; cycle; social role mastering; student ethics development (Буковска, 2002). The definition of the aim determines such a development of scientific work connected with rural tourism activities which allows realizing students' upbringing, education, to develop the emotional, moral and intellectual sphere. The realisation of the block 'The epistemological spiral of cognition of the environment' defines the gradual acquaintance of the world: from the close to the more distant, at the very beginning students acquire, then investigate. The acquisitions of different social roles acquaint students with professions of rural tourism and scientific investigation of routes of rural tourism during the time of presentation, when there is a possibility to feel themselves in a new role. This recurrence defines the theoretical preparation of the tour of rural tourism, the defence and practical realization. Students' ethic preparation includes norms connected with the relationship with nature, society and Self. These norms are the moral fundamentals of the scientific ecological activities connected with the native land and rural tourism. Such an organization of scientific work connected with tourism and the native land ensures students' complex approach to patriotic upbringing. This method is interpreted as the impact on students' consciousness, feelings and behaviour in the whole. The revelation of history and facts of culture challenges students' positive feelings, joy of discovery, forms love and pride for 'The Little Motherland'. Students implement many cultural values during the time of activities of their life, very often it occurs unconsciously. The image of the small native district, town stays from the very childhood in a student's memory. This image is a micro model of the surrounding world on which a young man depends on acquiring the surrounding world. The historical and regional studies proved its pedagogical efficiency many years ago. The process of youth upbringing is more efficient if the local images and regional components are implemented (Ноженкина, 2005).

The aspect of historical and regional studies in LUA gives the possibility to change an aspect of Latvia rural region, and understand its uniqueness and the place in the world cultural space. The

native land can't preserve its originality if people change their living places without any feelings of responsibility. LUA students are able to keep in touch with local traditions and originality; thus, higher school can up bring the students' feeling of responsibility and patriotic attitude.

Results and Discussion

Experts who collaborate with young people in the area of rural tourism believe that patriotic upbringing is finished in primary school, and there is not a continuation in secondary and higher educational establishments (Rungule, 2005). Rural schools have organizations for boys-scouts, small hobby-groups, for girls'- guides. Young people in the countryside are much more conscious of their native land, because they comprehend that native land is the family' capital. But still many young people leave the countryside because there are no possibilities of studying and finding a job. Sometimes young people are involved in the cultural life of the native land during the time of learning in higher school, but it does not last long only till they establish their own families.

Forming the model of the study course 'Rural Tourism' to develop the patriotic attitude the following didactic postulates were implemented:

- the process of LUA students' cognition is activated during the research activities;
- self-evaluation of the patriotic attitude makes LUA students be based on worked out criteria.

We have taken into account the fundamentals of the study process are LUA student's deliberated activities, a student's and a higher school lecturer's collaboration. The study subject 'Rural Tourism' is the subject of learning for students, but it is the teaching aid for higher school lecturers. The theoretical material of the contents of the study model should be in accordance with the didactic stages of the process of acquisition: information of facts, events and occurrences. We have taken into account the working elements such as tasks oriented to LUA students' practical work should also be included. The model contains the emotional element which is included in the contents of the study course 'Rural tourism' (photos, video and ethnographical materials, posters). We created the final test for determining the patriotic at the end of the course 'Rural Tourism'. This test includes questions for self-evaluation based on critical thinking closely connected with self-control.

The structure of the model of the study course 'Rural Tourism' is based on the idea that the theory, activities, emotions, mind, will and feelings are marked as well. All these components are developed as reasons followed because the results will appear in the students' patriotic attitude. We based on two concepts in this model:

- self-upbringing, and
- self-education.

Self-upbringing is included in the contents of the study course 'Rural Tourism'. It is LUA student's responsibility and duty to develop, to save, make progress and take care about the native land. According to the Latvian educated .Students, true upbringing is self-upbringing (Students, 1998). Self-education is student's education during the course of rural tourism, dipping into the culture and history of the native land, it is self-education using intellectual activities. LUA student should be oriented to self-activities, because he/she should enrich knowledge and skills obtained at university. Student's attitudes to the world could be divided into two parts. The first one is connected with research activities when the development of causation constantly takes place. But the second one is connected with the answer 'what', and 'how', not 'why' (Schopenhauer, 1994).

Authors created the model that represents the unity of upbringing and learning in order to develop a students' new quality - the patriotic attitude and the highest stage of that - civil maturity. In the centre of the model there is a student, during the study process his/her

intellect, feelings and will are developed. During the research activities the patriotic attitude and further civil maturity start to develop. The principles of history, culture, accordance to activities, work connected with the native land are implemented during the study course. The study model was worked out taking into account modern changes in the state and society. The model develops a students' patriotic attitude as well as strengthens the development of students' professional skills. The fundamentals of the study models are the following: the acquisition of historical and cultural values of the native land; the development of the patriotic attitude. This model motivates students' research activities connect with the real life, develops the exact emotional attitude to the cultural environment, raises patriotism and civil maturity. According to the criteria of patriotic attitudes: the attitude to oneself, the state and society, work, the nation of the native land, culture and nature, the didactic model provides: acquisition of knowledge and skills of the native land and the attitude to the changes of the native land (Špona, 2000). In the study contents of the course 'Rural Tourism' methods and themes developing the patriotic attitude, in which the cultural environment of the Latvian state is implemented, are included. Professional education and patriotic upbringing in higher educational establishments is the joint purposeful process of the development of young personality. One cannot separate patriotic upbringing and professional training and isolate from the conditions and possibilities of the personal development.

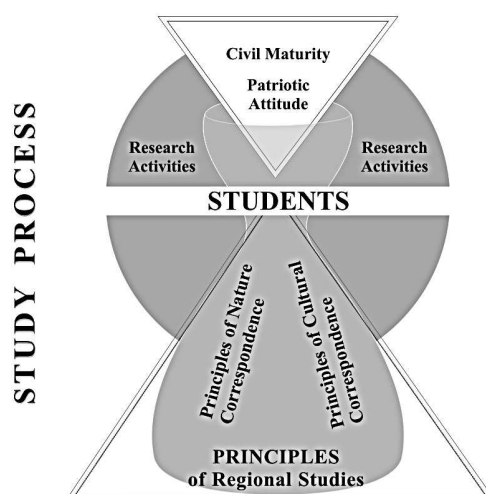


Figure 1. The study model of the development of the patriotic attitude.

The native land gives us a lot: it conducts our cultural life, the closest link with the motherland is language, it gives us the treasures of history and nature. A student's duty is to respect and love all these things. One should upbringing Latvian patriotism, patriotism to the native land, respect to traditions and cultural values of the Past. Then a student will have the feeling of responsibility for the native land and civil maturity will be developed. Study of local history, culture is a students' tool of patriotic upbringing. This knowledge develops great ethic values which teach to respect the natural treasures and inheritance of former generations a lot, and encourages the development of a student civil maturity. The aim of the national plan of the development inspires optimism because there is a point about the efficient implementation of human resources and the development of lasting and attractive living environment for human job, rest and life (Stratēģiskās analīzes komisija, 2005).

The attitude of an individual is formed in collaboration with the social environment, but higher school is only a small part of this environment. The efficiency of the educational process at universities depends greatly on the prevailing attitude in the society. Students should develop emotional intelligence during the educational process, but the staff of higher educational establishment could offer 'the patriotic components' in the contents of the study course. Acquiring the study course 'Rural Tourism' students investigate the history of their native land, nature and historical monuments, and all of these matters become closer, more understandable and loved by them. Rural tourism and study of local history, culture is very important for students' education and socialization, as well as implementing students' sensible forms of their spare time. The study course 'Rural Tourism' has a great pedagogical value, because it inspires the patriotic students' attitude and their refinement that is why this study model is created.

Conclusions

It is important what exactly students feelings and what is their exact attitude towards their native land. Students usually do not think so much about the benefit of the native region; they mainly concentrate on their own family and their studies. Students' stable civil consciousness can not be developed without the continuation of rural

traditions, observing facts and events. A students' patriotic attitude means that he/she facilitates the existence of the native region not only in words but also with his/her work. Young people determine the fortune of their native region, state, that is why it is important to continue the patriotic upbringing work at university level. One needs the support from the state that is why many states accept patriotic upbringing programs for young people on the state level. All attention in the practice of higher educational establishments is paid to wide directions of study work, neglecting upbringing feelings and will, expressing emotional spheres. The premises of universities should be open to moral civil ideas and the ideas of citizenship nowadays. During the educational study one can upbringing students and change their attitude to the native region, because of the critical situation in Latvia nowadays. The absence of the patriotic upbringing proves that there is crisis in the state and society. One should not forget that patriotism develops the following important functions: it is the internal reserve and moral force of the social development, which starts to develop cultural potential and national forces joining them into the cultural and social unit.

Thus, patriotism helps to unite the state and develops sense of preserving people as a cultural, economic, territorial, political unity. One can make the following statements:

- patriotism adjusts behaviour and secures mobilization of the social forces in critical situations;
- it develops sense of preserving cultural traditions and their development;
- patriotism has a trend to increase forces, possibilities, potential of the development of the social community, and it is the progressive source of it;
- patriotism ensures the spiritual links of an individual with culture, history, and in such a way ensures the development of historical social diversity etc.

Patriotism is an important factor of determining human behaviour, civil positions, the development of social responsibilities and activities. Thus, one can surely conclude that patriotic upbringing is an objective necessity, because it ensures social existence, the development of society and its productive functioning, and strengthens its creative and spiritual potential.

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