

PHILOSOPHICAL ANTHROPOLOGY, PHILOSOPHY OF CULTURE



UDC 37.01; 372.881.1

Original Theoretical Research

<https://doi.org/10.23947/2414-1143-2025-11-1-40-46>



Fostering Patriotism in the Process of Teaching a Foreign Language

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Abstract

Introduction. Today the problem of education of a citizen and patriot is highly relevant. Every teacher will say that patriotism is the moral foundation of any modern state. Patriotism gives an impetus to social progress, contributing to the formation of an active personal and civic position. For modern teachers, the process of teaching English allows them to develop a sense of patriotism in the young generation. This is possible due to the emphasis of the scientific discipline both on the communicative component and on the analysis of everyday life, traditions and customs, as well as the language of other nations. The object of the study is civic-patriotic education in the process of teaching a foreign language. The aim of the article is to analyse the existing methods and approaches of patriotism education in higher education and to identify the most effective complex in teaching a foreign language.

Materials and Methods. The analysis of philosophical, psychological, pedagogical, methodological, linguistic literature on the studied problem has been carried out; methodological foundations of professional activity of foreign language teachers, educational programmes and methodological manuals have been studied, pedagogical experience in the framework of patriotism education at foreign language lessons has been taken into account. General theoretical methods are applied: analysis, synthesis, method of analogy, modelling, comparative method and complex interdisciplinary approach.

Results. Taking into account the level of development of modern youth, we use the following methods of teaching and education in our work: project activities, excursion lessons, extracurricular activities, integrated lessons. Many years of experience show that such activities as preparing presentations about their school, hometown, outstanding people of their small homeland, conducting integrated lessons, excursions, extracurricular activities for Defender of the Motherland Day and Victory Day contribute to the formation of world outlook, civic and patriotic qualities of modern youth.

Discussion and Conclusion. Today, the university occupies the most important place in the process of formation of patriotic aspirations in the individual. The most effective educational tools for the formation of patriotic qualities in teaching a foreign language are considered. The scientific results obtained in the process of research can be used in further development of the problems of patriotic education in modern conditions and improvement of the content and methods of teaching foreign languages.


Keywords: patriotic education, patriotism, ethnoculture, foreign language, personality, citizenship, traditions, education

For Citation. Zakharova A.A., Manuilova N.S., Kopaneva T.G. Fostering patriotism in the process of teaching a foreign language. *Science Almanac of Black Sea Region Countries*. 2025;11(1):40–46. <https://doi.org/10.23947/2414-1143-2025-11-1-40-46>

Воспитание патриотизма в процессе обучения иностранному языку

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Аннотация

Введение. Сегодня проблема воспитания гражданина и патриота является высокоактуальной. Каждый педагог скажет, что именно патриотизм – морально-нравственный фундамент любого современного государства. Патриотизм дает импульс социальному прогрессу, способствуя становлению активной личностной и гражданской позиции. Современным педагогам процесс преподавания английского языка позволяет развивать в молодом поколении чувство патриотизма. Это возможно в силу акцента научной дисциплины как на коммуникативной компоненте, так и на анализе повседневной жизнедеятельности, традиций и обычаев, а также языка других наций. Объект исследования – гражданско-патриотическое воспитание в процессе обучения иностранному языку. Целью статьи является анализ существующих методов и подходов воспитания патриотизма в вузе и выявление наиболее эффективного комплекса при обучении иностранному языку.

Материалы и методы. Проведён анализ философской, психологической, педагогической, методической, лингвистической литературы по изучаемой проблеме; изучены методологические основы профессиональной деятельности педагогов иностранного языка, учебные программы и методические пособия, учитывается педагогический опыт в рамках воспитания патриотизма на занятиях иностранного языка. Применяются общетеоретические методы: анализ, синтез, метод аналогии, моделирования, сравнительный метод и комплексный междисциплинарный подход.

Результаты исследования. Учитывая уровень развития современной молодежи, мы в своей работе используем следующие методики обучения и воспитания: проектная деятельность, уроки-экскурсии, внеклассная деятельность, интегрированные уроки. Многолетний опыт показывает, что такие мероприятия, как подготовка презентаций о своей школе, родном городе, выдающихся людях своей малой родины, проведение интегрированных уроков, экскурсий, внеклассных мероприятий ко Дню защитника Отечества и Дню Победы способствуют формированию мировоззренческих, гражданско-патриотических качеств современной молодежи.

Обсуждение и заключение. Сегодня вуз занимает важнейшее место в процессе формирования у личности патриотических устремлений. Рассмотрены наиболее эффективные инструменты воспитания для формирования патриотических качеств при обучении иностранному языку. Полученные в процессе исследования научные результаты могут быть использованы при дальнейшей разработке проблем патриотического воспитания в современных условиях и совершенствовании содержания и методик обучения иностранным языкам.

Ключевые слова: патриотическое воспитание, патриотизм, этнокультура, иностранный язык, личность, гражданская позиция, традиции, образование

Для цитирования. Захарова А.А., Мануйлова Н.С., Копанева Т.Г. Воспитание патриотизма в процессе обучения иностранному языку. *Научный альманах стран Причерноморья*. 2025;11(1):40–46. <https://doi.org/10.23947/2414-1143-2025-11-1-40-46>

Introduction. Patriotism today is a moral and ethical foundation for the viability of the Russian state, a powerful mobilising resource for social development. A teacher, being a true patriot, remains one both in the classroom and in everyday life.

Among a wide range of scientific disciplines, a special role is given to a foreign language, the uniqueness of which lies in the fact that students learn the basics of science while mastering new knowledge and improve their ability to use a foreign language as a means of communication as well as obtaining valuable information.

For modern educators, the process of teaching English allows them to effectively foster patriotism (citizenship). This is possible due to the emphasis of the scientific discipline both on the communicative component and on the analysis of everyday life, traditions and customs, as well as the language of other nations.

In our classes we familiarise students with the history and state symbols, cultural features and geography of their native country through the prism of the foreign language they are studying. As a rule, folk culture is perceived by modern youth as something outdated and outmoded. Nevertheless, it is impossible to cultivate true love for one's native land without quality ethno-cultural self-identification. The teacher's task is to develop in students the ability to take part in intercultural dialogue. The students acquire the following valuable skills: the ability to speak publicly with a speech on a topic chosen independently or assigned; the development of consistent logical thinking and argumentation in the issues

of presenting various cultural features of their homeland; the formation of critical thinking in general, etc. The aim of the article is to analyse the existing methods and techniques of patriotism education in higher education and to identify the most effective complex in teaching a foreign language.

Materials and Methods. The analysis of philosophical, psychological, pedagogical, methodological, linguistic literature on the problem under study has been carried out; the methodological foundations of the professional activity of foreign language teachers, curricula and various methodological manuals have been studied; the pedagogical experience in the framework of patriotism education at foreign language lessons has been generalised. The work uses general theoretical methods: analysis, synthesis, method of analogy, modelling, comparative method and complex interdisciplinary approach are used for a comprehensive study of the problems.

Results. In modern educational institutions, the mission of foreign language teaching is to improve communicative competences in a variety of speech types in learners. This includes the inner readiness of the individual for oral communication, familiarization with other cultures, and active participation in the formation of cultural dialogue. All of the above is aimed at fostering healthy inter-ethnic and cultural relations.

In pedagogy today the process of patriotism development can be realised through a wide range of scientific disciplines. N.A. Evteeva, G.N. Vtorushina, S.A. Kadykova and S.V. Mogilnichenko write about the powerful potential of teaching a foreign language in terms of forming patriotism in students.

The study of the interdisciplinary discipline 'foreign language' allows students to familiarise themselves with the specifics of world culture. This in turn leads to a deep awareness of the originality of native culture. According to I.L. Beam, patriotism should be understood as a political and moral fundamental principle, as well as a social feeling that includes devotion to the Motherland [1].

The process of true patriotism is inextricably linked to a high degree of personal development. The latter implies long-term development of the system of expressed genuinely positive qualities of personality. Cultural-historical and moral aspects are the staples of this process.

Due to modern geopolitical transformations, there is a significant socio-economic divergence [2]. This trend is the reason for the reduction of the level of development of spiritual culture in modern society. We see the fading of classical Russian patriotic awareness and deformation of the complex system of education of the new generation.

In our opinion, not enough attention is still paid to the study of the peculiarities of native folk culture, traditions and foundations of the formation of moral ideals of the people have been forgotten. At the same time, all this is extremely important to work on the correct attitude of students to folk history. Of course, it is difficult to talk about true patriotism. Nevertheless, it is the moral foundation of state stability, a powerful internal resource of social development of society.

Today, higher education institutions occupy the most important place in the process of formation of patriotic aspirations in an individual. It is not just a place where knowledge is transmitted, but where real moral values and ideals are laid down. Domestic historian M. Menshikov writes that the future lies in the world powers, where the younger generation chooses patriotism [3].

From our point of view, to educate a patriot is to develop the following personal qualities: a sense of duty and responsibility, the ability to think logically and respect for representatives of the older generation. Only on a rooted national basis is it possible to understand and accept the peculiarities of a foreign culture. The knowledge acquired in the process of learning new knowledge is subsequently applied in the light of new data.

- In our opinion, it is advisable to emphasise the following topics in foreign language classes:
- 'Symbolism of the Russian Federation';
- 'Capital of my Motherland – Moscow';
- 'Feats of fellow countrymen';
- 'Hometown';
- 'Russian landmarks', etc.

At the senior (middle) stages of the learning process the ability to take part in cultural dialogue is improved, to use conversational skills in practice, forming whole monologic statements on the theme of the native land.

Pupils' verbal communicative skills improve as a result of learning a new language. This has a positive impact on the development of patriotic beliefs.

Next, consider the objectives:

- fostering in students a sense of civic duty;
- stimulating creative activity of students;
- study of the historical heritage of the native land;
- broadening of outlook.

In foreign language learning, patriotic education is a process based on the emotional connection between students and teachers [4].

Let us consider the key tasks set directly in the education of patriotism for modern teachers:

- development of interest and tolerance towards different nations;
- broadcasting civic and patriotic beliefs;
- emphasis on respect for historical monuments.

Thus, the teacher's mission is to reveal to pupils love and devotion to the Motherland. It is important to bring up caring individuals who take an active part in the life of society, to emphasise the importance of respectful attitude towards representatives of other nationalities.

All students in foreign language classes get a wide range of opportunities for self-expression. A patriotic atmosphere is formed by learning new material about the traditions and histories of our country, the peculiarities of our native land, and so on.

The teacher can provide visual material in the format of presentations and audio recordings. In order for new information to arouse active feelings and emotions in students, it is advisable to use a variety of techniques (e.g. watching educational films).

Such films allow students to make the process of knowledge transfer as exciting as possible. The teacher can also select a whole series of educational videos [5].

The most effective tools of patriotism education with the use of video content: documentary and feature videos dedicated to the heroic past of the state; videos about outstanding scientists, artists, public figures, etc., whose achievements have made a huge contribution to the process of patriotic education; video sequences about national landmarks.

In foreign language classes, patriotic video content serves as a source of data on the traditions and historical past of both the native country and the world power whose language the student is studying. Video programmes and films have a powerful fusion effect on a person, contributing to the formation of ideals, principles, etc. in him/her. The educator offers a wide range of colourful and fascinating subjects. Their film stories are also those that cannot be told so vividly and accessibly without the screen. They are devoted to self-sacrifice and courage of national heroes.

After familiarising themselves with the video content, students perform tasks aimed at improving their skills in analysing and comparing facts and formulating appropriate conclusions. In addition, they can express their creativity (for example, by creating a small video film about their hometown using modern information technologies). Pupils can also tell about landmarks and famous people who have contributed to the culture (history) of their native land.

Summarising the above, we can say that since youth and childhood from the point of view of developing a sense of loyalty to the Motherland is the most favourable time, today one of the most important tasks of pedagogical science is patriotic education of young people.

It is also necessary to point out that the use of video content by modern foreign language teachers contributes to a highly effective solution of a wide range of tasks in the sphere of patriotic education.

The development of intercultural competences is promoted by watching video content, which gives the learning process a creative character.

The introduction of project methodology in the classroom is aimed at self-development of students [6]. In this case, they can collect local lore material, drawing it up later in the format of creative projects.

It is advisable to use modern information technologies and visual demonstration materials.

From the point of view of achieving such a goal as patriotic education, the degree of effectiveness of project methodology is based on the fact that it is a highly effective tool for implementing educational and upbringing tasks through in-depth analysis of problems.

The project method develops students' communicative skills, communication culture, the ability to formulate thoughts in a concise and accessible manner, tolerate the opinion of communication partners, develop the ability to obtain information from different sources, process it with the help of modern computer technologies, and create a language environment that promotes the natural need to communicate in a foreign language.

With the help of information technologies, students of DSTU faculties 'Aircraft Engineering', 'Energy and Oil and Gas Industry' and 'Applied Linguistics' prepared presentations in English on the following topics: 'My Small Homeland', 'Patriotism in Our Time', 'Heroes of Our Time'. During the preparation the students visited the Museum of Glory of DSTU, learnt about the history of their cities and towns, learned about their heroic fellow countrymen and famous people of our university. The students were especially reverent to such activities, as they felt pride, closeness and their own involvement in the heroic past and present of our Motherland.

Discussion and Conclusion. Today, students, using highly effective information technologies, have the opportunity to create unique presentations and videos about their native region (city, educational institution, etc.) in various foreign languages [7].

The process of interaction with speakers of other languages certainly gives such activities a special relevance. It helps to solve a wide range of practical tasks and stimulates them to learn languages that are new to them.

Students make presentations on the cultural and historical heritage of their native land, organise excursions to the most interesting locations, etc.

The importance of mass media in the formation of patriots in modern Russia cannot be underestimated [8]. Students actively create articles about their own research work for periodicals, as well as participate in various events aimed at preserving the environment and historical heritage of their region.

Methodological support for teaching foreign languages today is aimed at improving communication skills. It is also necessary to note the positive influence of studying the lives and activities of famous countrymen-heroes on the education of patriotism.

It is also necessary to note the positive influence of studying the lives and activities of famous countrymen-heroes on the education of patriotism. Analysing the stories of these personalities, who dedicated their lives to serving the Motherland, in foreign language lessons continues to inspire the young generation to devotion to their country and people [9].

This contributes to the improvement of language skills and enrichment of the general outlook. Thus, the process of teaching foreign languages has as its key goal the formation of the so-called 'linguistic personality', characterised by a developed system of values rooted in the culture of the national level.

In our opinion, it is advisable to use social and historical-geographical data in teaching foreign languages when implementing patriotic education.

Such forms of organising learning activities as brain-teasers, excursion lessons, role-playing games, conferences, creative writing, listening to authentic audio recordings and watching video content in a foreign language with further discussion can be effectively applied in this direction.

In addition, extracurricular activities are important from the point of view of patriotic education. A wide range of extracurricular activities helps to maintain interest in the subject and improve language competence.

Concerts, foreign language weeks and days, literary lounges, plays, recitation contests, etc. in foreign languages arouse great interest among students. This in turn contributes to the development of their patriotic aspirations.

The ability to express oneself in a variety of creative fields and to present one's own creative work are key indicators of effective educational activity [10].

Modern integrated classes make it possible to summarise, analyse and supplement information on various subjects. Foreign language teaching today has a special place in academic disciplines. Moreover, language is not only a means of communication, but also a tool for intercultural dialogue.

Students prepare presentations, essays, reports, etc. on their ancestors who participated in the war (home front workers) for various events. Traditionally in Russia, the preparation of a project dedicated to Victory Day is organised.

In addition, in Russia, students organise meetings with witnesses of national historical events: veterans, conduct excursions. After the events, one of the effective ways of reflection is holding a tea party, during which joint efforts are discussed and attitudes to past events are expressed.

Undoubtedly, the communicative component of such a scientific discipline as a foreign language contributes to the formation of a citizen. Today, the teaching tools foster respect and love for one's Motherland and people, diversify the learning process.

To summarise, it should be noted that in addition to learning objectives, the key tasks of the assignments include broadening the outlook, developing creative creativity, getting acquainted with the cultural and historical features of the native land and forming a sense of citizenship.

In our opinion, the project method is the most effective in terms of organising civic and patriotic education. It contributes to the achievement of both educational and moral goals through a detailed analysis of problems.

Also, the most effective, proven tools for the formation of patriotism at foreign language lessons were established (acquaintance with biographies of scientists, public figures, etc., who in the service of their homeland left a mark), the use of a variety of materials devoted to the heroic past of the native land. Education of those who think, realise their national identity, respect traditions and customs of their ancestors, feel responsible for the future of the Motherland is one of the main tasks facing modern education. The formation of a patriot takes place at all levels of education and through the study of all academic disciplines, but special attention should be paid to the formation of patriotism in the teaching of a foreign language, through the comparison of the culture of the native country and the countries of the studied language.

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Conflict of Interest Statement: the authors declare no conflict of interest.

All authors have read and approved the final manuscript.

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Конфликт интересов: авторы заявляют об отсутствии конфликта интересов.

Все авторы прочитали и одобрили окончательный вариант рукописи.

Received / Поступила в редакцию 17.02.2025

Revised / Поступила после рецензирования 01.03.2025

Accepted / Принята к публикации 04.03.2025