

INTELLECTUAL DEVELOPMENT OF A COUNTRY – FORMATION OF CIVIL AND PATRIOTIC EDUCATION OF YOUTH IN KAZAKHSTAN

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Abstract. Main value (capital) in today's world development is a quality education. Intensive global competitiveness and increasing value of education dictate their terms on intellectual development of countries that is closely connected with education and strong civil-patriotic feelings of the youth that are the driving force of any society. Therefore, this article studies the formation of civil and patriotic education through comparison of world practice and Kazakhstani model. Furthermore, based on social research, the article focuses on peculiarities and the extent of civil and patriotic education development in Kazakhstan.

Keywords: intellectual development, patriotic education, civil activity, patriotism, Kazakhstan

Introduction

Today, Kazakhstan strives to join the world's most developed and competitive countries. Global competitiveness pertains not only to the economics or politics, but to intellectual quality of countries, including orientation on increasing civil activity and patriotic consciousness of the youth. It is a common knowledge that each country pays special attention to the youth that are the driving force and determining factor in strategic development of any country. Education, science, and innovation have become defining factors in the XXI century which requires the quality of human capital and civil activity of the youth. The youth of Kazakhstan represent a big social-demographic group. The number of young population comprises 29 per cent of all the total population, i.e. one third of total country population is the youth. Civil activity and patriotism of Kazakhstani youth have a great impact on the intellectual development of the country. The youth, being a driving power of society, must serve wholeheartedly to their country and treat their country with strong patriotic feelings – this is a main prerequisite for Kazakhstan to achieve its ambitious goals within its strategic development. In his annual state-of-the-nation address to the people

of Kazakhstan delivered in 2010, entitled 'New Kazakhstan in a New World', the president of the Republic of Kazakhstan N.A. Nazarbayev highlighted 'patriotism, political freedom, and civil activity as major factors for formation of new Kazakhstan'¹⁾. Long-term development strategy program 'Kazakhstan-2030' points out that 'we must develop a strong sense of patriotism in all citizen of Kazakhstan'²⁾. In this respect, in his last State-of-the-Nation Address in 2012, entitled 'Social-economic modernization as a main vector for development of Kazakhstan', the president of the Republic of Kazakhstan Nursultan Nazarbayev emphasized the importance of values like patriotism, morality, humanness, interethnic concord, tolerance etc. and the need for promotion of these in higher educational institutes so as to educate young people to share these values³⁾. One of the main state values, the development of patriotic sense in the youth, is now a cornerstone for development and stability of the state. In current conditions, aspirations to form nation-building on the base of patriotism will lead to modernization and intellectual development of society.

The concept of patriotism and civil consciousness

The word 'patriot' first appeared during the period of the Great French Revolution in 1789–1793. Fighters for national legacy, advocates of common people called themselves 'patriots' in opposition to traitors, betrayers of the homeland belonging to monarchists' camp. Dahl's Explanatory Dictionary interprets this word as a following, 'Patriot is the one who loves his or her homeland, supports its welfare and interests'. Another dictionary says, 'Patriot is the one who loves his or her country, a person, loyal to the people of this country and willing to sacrifice or perform heroic deeds in a name of his or her country'. Moral content of this notion is defined more clearly in the philosophical dictionary. 'Patriotism (Gr. *patris* – motherland)', it says, 'is a moral and political belief, a social feeling; the content of patriotism is a love of homeland, loyalty to the country, sense of pride for the past and present of the homeland, willingness to protect its interests' (Averyanova, 1993).

So what is 'patriotism' and who can be called as a patriot? The answer to this question is quite complex. More modern concepts of 'patriotism' associate consciousness of a person with his or her emotions that evolve through effects of the environment at the place of his or her birth, upbringing, childhood and adolescent memories, and his or her becoming as an individual. More clear and precise definitions of concepts like 'patriotism' or 'patriot' provided in this article are as followings:

- Main definition is the presence of respect towards the place of birth and permanent residence as to the homeland; love and care of this territorial association; honouring local traditions; loyalty to this territorial association till the end of life.
- Respect towards ancestors, love and tolerance towards fellow-countrymen living in this territory, willingness to help them, weaning them away from the bad. The highest degree of these characteristics is benevolence to all compatriots, who

are the citizens of this country, i.e. the awareness of social body called as 'nation of citizenship'.

– Performing certain daily activities to improve the state of affairs in a homeland, embellishing and developing homeland, helping fellow citizens and compatriots, and providing mutual assistance to them (Yonov, 1998).

Thereby, the whole amplitude of the understanding of homeland borders, level of love towards fellow citizens and compatriots, as well as the list of everyday activities oriented on support of the homeland and development of its territory and citizens, all these features define the level of patriotism in each individual, and will be the criteria for defining the level of person's true patriotic feelings. The wider the territory which is considered by the patriot as a homeland (up to the borders of his country), the more love he/she shows towards his or her compatriots; the more he does for his country and its citizens on a daily basis (on a mounting basis: a house, a yard, a street, district, city, region, land etc.), the more patriotic sense he has, his patriotism is stronger and truly unfeigned (Baranov, 1997).

In the past, patriotism was considered by the most outstanding people of our country as the foundation for spiritual life of a man and his aspirations to freedom and prosperity. When defining the essence and content of patriotism and its huge role in the development and becoming of an individual, it is worthwhile to mention the quote by K.D.Ushinskiy. 'As there is no a man without self-esteem, there is no a man without love towards his homeland, and this love is a true key to the heart of a man and a powerful foothold for fighting his negative natural, personal, family and generic inclinations' (Sipovskiy, 1993).

If patriotism is an expression of one's relations towards his country, and its past and present, civil consciousness is related to association of a person with a certain nation and its political activity. The concept of 'civil consciousness' is polysemantic: 1) antithesis of anti-policy attitude, active and conscious involvement in affairs of political communities; 2) psychological feeling of being a citizen and full member of political community; 3) ability and willingness to act as a full citizen; 4) the highest virtue of free and full member of political community; 5) commitment to political community, mostly to the state, willingness to sacrifice in a name of its interests. These and other related concepts of 'civil consciousness' complement and underpin each other, this is why the concept takes wider meaning, identifies internal connection and affinity with such concepts as 'political activity', 'political activism', 'political participation'.

Patriotism is an emotional relationship towards the homeland expressed in willingness to serve in a name of its interests and protect it from enemies. Patriotism and civil consciousness include interrelated set of moral feelings and conduct: love of homeland, loyalty to political system; adherence and commitment to traditions of the nation; respect for historical memorials and customs of the home country; willingness to strengthen the honour and dignity of the country; willingness and

ability to protect the homeland; soldierly bravery, courage and total dedication; intolerance towards racial and national hostility; respect for customs and cultures of other countries and nations, willingness to cooperate with them ⁴⁾.

Foreign and Kazakhstani experience of patriotic education

The USA. Public surveys conducted continuously in the USA show that about three-quarters of Americans feel a sense of pride in their country. Approximately half of American families decorate their houses with the national flag, 15-20% of drivers fix the American flag on their cars. Nine out of ten Americans feel a sense of pride when they hear the state anthem (according to information provided by *Washington Profile*). There is no any certain state program for patriotic education in the United States. In this respect, a significant role in the government is attributed to institutions of civil society. Patriotism, pride in the country is instilled in USA citizens at an early age by parents, schools, universities, and the whole society. Another way is active promotion of state symbols via mass media. Most Americans know and sing the national anthem at ceremonies. The presence of the American flag in all institutions and many private homes is a common thing for US citizens. Products with national symbols are very popular among the population. The US film industry, Hollywood, is also used to maintain the 'patriotic spirit' of the nation. Scouting organizations are used for purposes of patriotic upbringing as well: Boy Scouts of America, which has about 3.8 million members; section of the World Association of Girl Guides and Girl Scouts. Youth organizations also play their important role in patriotic education: The Association of Young Americans; Young Americans for Freedom. The largest supplier of flags and flagpoles in the United States decided to send free Stars and Stripes of 1x1.5 dimension by post to those who wish in order to raise the sense of patriotism, including patriotic feelings in the youth environment. The Day of the Patriot is celebrated in the USA on September, 11.

Japan. After defeat in World War II, Fundamental Law of Education was enacted in Japan in 1947. It carefully avoided any mention of patriotism. In 2002, the Government of Japan has developed a curriculum which defines developing 'Deep feelings of love for the country' as a main purpose of a six-year training program in high schools. In 2003, the Government's 'Resolution on Freedom of Speech and Patriotism in Japan' introduced the system for evaluation of patriotism in schools. All students, starting from those aged 11, were given scores for 'patriotism', which were included in their performance report card. In 2006, Japan's lower house of the parliament adopted a package of bills that focused on revision of Fundamental Law of Education. The new law on education binds teachers to have 'sense of patriotism and national dignity' and pass it to primary school students.

China. In recent times, mass media and Internet in China started to publish patriotic materials with ever increasing frequency; political publications started delivering patriotic messages to the youth on a frequent basis. Actions taken by

The Communist Party of China, The Communist Youth League of China (CYLC) are quite notable in this regard; in particular, CYLC is the core of All-China Youth Federation (ACYF), federative body of Chinese youth organizations. As a result, there is now a popular viewpoint among young people that the Western democracy contradicts with cultural values of China, and China now is facing a main task which deals with supporting a physical survival of its nation and making economic reforms, rather than issues of freedom of expression. The Chinese youth started to take considerable interest in becoming of China as a great power. Membership in The Communist Party of China is also popularized as it provides great advantages at employment. Adherence to idea of patriotism in China is also supported by free visits to museums. According to Zhang Bay, Deputy Head of State Administration for Cultural Heritage of China's Republic of People, the number of such museums increased up to 1,400 in 2009. This measure is supported by the Government and is carried out in cooperation with Propaganda Department of the Communist Party of China, Ministry of Finance, Ministry of Culture and State Administration for Cultural Heritage of China's Republic of People.

Europe. For historical reasons, most of the European countries use non-intrusive method of patriotic education. For instance, various historical contests are held in schools, based on the position that history and patriotism are inextricably intertwined. Some countries have state programmes in place to support official language and national culture. For example, France adopted a state programme to support its national cinematography. In Germany, except for military service, there are several types other state-regulated services for the youth of country. Most popular services among them are 'Voluntary Social Year' and 'Voluntary Ecological Year'. These programmes are designed for school graduates to participate in social and ecological activities (correspondingly) within a year; meanwhile, volunteers get paid for their participation in a programme. After 'social year' experience, young people take advantages at entering high schools. Participation in these programmes is considered to help young people to socialize and become familiar with social issues, to cultivate a civil consciousness and patriotism. Another alternative civilian service (Zivildienst) in Germany involves more young men of conscription age than the military service (150 thousand people). As a rule, this alternative service requires fulfilling national service in the fields of social work, health, environmental protection. Zivildienst lasts for 2 months longer than the military service, i.e. it lasts 12 months⁵⁾.

The Republic of Kazakhstan. Described below is the model experiment of civil activity development in the Republic of Kazakhstan. Youth parliament – 'Youth Maslikhat', comprising 16 deputies, representatives of youth organizations, is formed in each region. All deputies prepare package of proposals on the certain law which directly or indirectly touches upon interests of the youth. Further, maslikhats advance their proposals forward for consideration of mazhilis. Thereby, the youth

may take active part in finding solutions to youth concerns. Ceremonial procedures are being introduced in work and educational organizations to develop respect towards state symbols. A school curriculum contains a subject discipline entitled 'Civic Studies'. Healthy lifestyle and sex education are being actively propagandized by excursions to out-patient department for drug addicts and detention centres as vivid preventive effect, visits to orphanages and boarding schools are organized to help realize the role of family in the life of a man. Military-patriotic upbringing is ensured by developing paramilitary sports, thematic meetings at military units and with veterans of war, and excursions to Fame Halls. Mass media is also actively involved in increasing the degree of patriotic and humanistic orientation of education when covering socially important events and phenomena. At least 30 per cent of central and regional mass media broadcasting are planned to be focused on issues of patriotic nature. State programme of patriotic education has developed a single algorithm of public holidays. Standard scenarios for celebration of following public holidays were also improved to increase their social effectiveness: Republic Day, Independence Days, Constitution Day, Unity Day and others.

Peculiarities of patriotic education of youth in Kazakhstan

Patriotism in Kazakhstan means instilling a sense of civil duty and honour in a person, who considers the Republic of Kazakhstan as a single homeland and feels himself as an integral member of its nation. The whole content of patriotism in Kazakhstan is based on such concepts as interethnic accord and tolerance that are consistent with peace-loving, friendly mentality of the nation and political situation formed in the country. Social stability and integrity is particularly critical for the state policy of Kazakhstan with approximately 130 ethnic groups living in concord.

Patriotism is an important tool in regulating interethnic relations in polyethnic countries such as Kazakhstan. Development of patriotism shall educate, first of all, other ethnic groups to respect places and lands of their birth, secondly, encourages ethnic groups to treat each other with respect; thirdly, encourages ethnic groups to respect the Kazakhs as a key nation; the fourth, it shall encourage Kazakh people to treat representatives of other nationalities as full citizens with equal rights, and to live in a friendly atmosphere with other ethnic groups without discriminating them.

Open and transparent external policy of the country, new trends in social, economic and political development, ideological diversity have led to changes in world outlook of the youth which arouse an acute need in patriotic upbringing.

Development of patriotic sense in the youth requires a comprehensive approach towards patriotic education in educational institutions. Patriotic education should be given to the youth in parallel to general subjects, i.e. the youth should take comprehensive patriotic education.

'Comprehensive patriotic education' implies:

– developing young people as well-educated and qualified specialists;

- instilling love towards homeland and people living the country;
- developing a deep understanding of civil duty towards homeland and parents;
- teaching young people to set interests of the homeland above personal interests;
- instilling respect towards unity and concord of nations, ethnic groups.

These feelings will not develop up to a sense of patriotism if patriotic education is insufficient and surrounding conditions do not improve.

The sole institution that forms a patriotic education of the youth is a state. A sense of patriotism may be developed on a mass scale when patriotism is considered a core of state ideology. As noted by the president, ‘development of youth in a spirit of patriotism must be the cornerstone of state ideology’. In this respect, the role of the family, surrounding environment, educational institutions, and mass media is paramount as well.

Secondary educational institutions play special part in instilling patriotic feelings in the youth. As a rule, worldview of the youth is first formed and developed further in this period. Therefore, in addition to providing quality education, it is also important to pay special attention to ensuring patriotic education in secondary schools.

The following steps could contribute to promotion of patriotism in secondary educational institutions:

- reviewing contents of textbooks and supplementing them with information related to patriotic education of the youth;
- introducing a special subject (‘Patriotic Education’) into the curriculum to develop a love of homeland and inculcate patriotism in the youth;
- improving perception skills of students; teaching them to love their homeland, country, people; and developing a sense of civic duty.

Main principle of patriotic education is encouraging the youth to learn the history of their country, as well as to develop a sense of pride towards their homeland and people.

Patriotic education of the youth in Kazakhstan is being carried out within the framework of ‘Youth Policy Programme for 2005–2007’ approved by Decree No.734 of the Government of the Republic of Kazakhstan dated July 18, 2005. Socially important projects related to patriotic education initiated by youth organizations are being supported by the government which allocates a budget for these purposes.

The role of social movements, associations and creative unions for children and youth is notable due to their activities, since they mostly aim at developing the self-knowledge and self-improvement of the individual.

The system of patriotic education amongst youth and children envisages formation of social movements, associations and creative unions for children and youth within the education process. The number of children’s associations in the country is

increasing year by year. Today, there are more than 1,434 children's associations in Kazakhstan; the largest and the most famous of them are the followings: 'Zhuldyz' (Akmola region), 'Bolashak', 'Ulan', 'Ainalaiyn' (Karagandy region), 'Shugyla' (Aktobe region, 'Muragher' (Kostanai region), 'Dostar' (Zhambyl region), 'Zhaiyk zhastary' (West Kazakhstan region), 'Zhassyl Respublika' (South Kazakhstan region) and others (Abdrashitova & Ospanova, 2009).

The Head of State, Nursultan Nazarbayev, stressed it was crucial to unite young citizens of Kazakhstan by organizing a unification organization. Pursuant to this idea, 'Zhas Ulan National Unified Children and Young People's Organization' was founded in July 6, 2011. The goal of the first nation-wide youth movement is to develop unified methods for educating the next generation in the spirit of patriotism, as well as to support youth organizations of the country. Zhas Ulan movement covers all schoolchildren of the country.

Defining the extent of civil and patriotic consciousness of youth in Kazakhstan

In 2010, Department for Youth Policy of the Ministry of Science and Education and The Centre of Analysis and Prognosis 'C.A.P.' have conducted a survey among young people in the age of 14 to 29 in 14 regions of Kazakhstan, including Almaty and Astana cities to define the extent of patriotic sense and the level of civil activity of the youth in Kazakhstan.

Survey respondents have been asked several questions in order to discover how do young people understand the meaning of such concepts as 'patriotism' and 'civicism' and to define the level of patriotic sense and civil activity of the youth. 80% of young people provided positive answer to the question '*Do you think it is necessary to develop civil consciousness and patriotic sense of the youth?*'. Most of the respondents (60.1% – 64.4%) consider civil and patriotic sense as their duty and responsibility towards their country. 30% of respondents consider patriotism and civil consciousness as a sense of pride towards their homeland, its public figures, and sportsmen; while 2.8% of young people said it aroused feelings of aversion and hatred; 6.7% of respondents were undecided and 3.8% of young people were indifferent. 80.1% responded positively to the question '*Do you consider yourself a patriot and what does it take to be a patriot?*', however 19.9% of respondents do not consider themselves as true patriots. 30% of young people are convinced the patriot must possess a sense of pride towards his or her homeland and its people; 23.8% of respondents said patriotism is doing the best to develop and improve the country; 16.5% think patriotism is fulfilling civil duties, 25.5% mentioned all of the aforesaid, and 5.5% pointed out that true patriot does not set his country above other states. The following question was addressed to respondents to define their level of civil consciousness, '*Feelings about being the citizen of the Republic of Kazakhstan*'. 97.9% of respondents consider themselves citizens of the RoK,

whereas the rest 2.1% do not feel their belonging with the state. Respondents included representatives of different cities, different vocations, various religions and nationalities. The answer by 70% of young people was negative to the question '*Do you wish to leave Kazakhstan and move to another country*, although 22% admitted they sometimes think of relocation; 6.4% - wish to leave the country (mostly urban citizens). '*If there was a possibility to change your citizenship, would you change it?*', 83.3% gave negative answer to this question, 7.9% would change it to citizenship in The Russian Federation, 1.3% wish to have German citizenship and 0.4% expressed the wish to be citizens of Great Britain, 3.7% would like to obtain citizenship in various states ⁶⁾. Summarized conclusion shows that trends among young people and their self-identification as citizens of the country are optimistic and stable. Survey results show relatively higher level of civil and patriotic sense of the youth in Kazakhstan. Nevertheless, the absence of national ideology on a state level is impeding the formation of patriotic feelings among the youth. In this regard, a civil activity of the youth and their sense of patriotism play an important part in the intellectual development of a country.

Main elements of forming patriotic feelings in the youth of Kazakhstan are the followings:

- Teaching citizens to feel pride towards their country and their supreme sense of patriotism; educating them to fulfill their constitutional and civil duties to protect interests of their country;
- Promoting the role of family in a society; propaganda of family values, traditions, the role of parents; and including family education into lifelong learning system;
- Forming humane and moral traits such as honesty and fairness, mercy and grace, gentleness and solicitude, common sense, willingness to serve to a community through young people's artistic and aesthetic perception;
- Raising legal consciousness of youth and adolescents by forming and developing their political thinking, freedom of choice, assessment of the situation, counter-manipulation, and by encouraging them to use the information and skills in their life experience;
- Forming political culture, political uniqueness of the youth through their active civil participation in political socialization in terms of social development (Tolen & Tulenova, 2012).

Conclusion

Civil activity and patriotic education of the youth are essential in country's intellectual strategic development. The following plan is suggested to form and develop civil and patriotic education of the youth of Kazakhstan:

1. Building informational support for civil education: integrative courses, training modules, various practice programmes oriented on developing 'pedagogues-citizens'.

2. Developing criteria and performance indicators for civil education, as well as developing diagnostic tools to track dynamics of the formation of key civil awareness in a future citizen.

3. Developing and substantiating models of civil education in high and secondary schools taking into account regional specifics.

4. Development of a patriotic website that would include the information on state symbols.

5. Formation of single national idea is proved to be necessary in modern Kazakhstan. This process must mandatorily involve young people and use their creative, innovative potential.

NOTES

1. 'A New Decade – A New Economic Growth – New Opportunities for Kazakhstan', 2010 State-of-the-Nation Address of the President of the RoK, Nursultan Nazarbayev // www.akorda.kz
2. Strategic Programme 'Kazakhstan-2030'. 'Prosperity, Security and Welfare of All Kazakhstanis', 1997 State-of-the-Nation Address of the President of the RoK, Nursultan Nazarbayev // www.akorda.kz
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5. www.cis.minsk.by
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ИНТЕЛЕКТУАЛНО РАЗВИТИЕ НА ЕДНА ДЪРЖАВА – ФОРМИРАНЕ НА ГРАЖДАНСКО И ПАТРИОТИЧНО ОБРАЗОВАНИЕ ЗА МЛАДЕЖТА В КАЗАХСТАН

Резюме. Качественото образование е основна ценност в развитието на съвременния свят. Засилената глобална конкуренция и нарастващата стойност на образованието налагат условията на интелектуално развитие на страните. То, от своя страна, е тясно свързано с образованието и силното гражданско-патриотично чувство на младежта – движещата сила на всяко общество. Развитието на патриотично чувство у младите е крайъгълен камък в изграждането на стабилна държава. Водещ принцип на патриотичното обучение е окуражаването на младите да изучават историята на своята страна и да развиват чувство на гордост към родината и народа си. В съвременни условия стремежът да се създаде нация на основата на патриотизъм води до модернизация и интелектуален напредък на обществото.

Статията разглежда формирането на гражданско и патриотично образование, сравнявайки световни практики с казахстанския модел. На базата на социологическо проучване биват представени особености на този вид образование в Казахстан, където патриотизъм означава насаждане на чувство на граждански дълг и чест у отделния гражданин, който смята Република Казахстан за единствената си родина и се чувства неразделна част от нацията, а разбирането за патриотизъм бива ограничено до междуетническо разбиране и толерантност. Социалната стабилност и единството са от особена важност за държавната политика на Казахстан, където мирно съжителстват около 130 етнически групи. Затова патриотизмът е важен инструмент в осигуряването на междуетническо разбиране и в други подобни страни.

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