FOREIGN EXPERIENCE OF PATRIOTIC EDUCATION

Problem setting. Realities of modern world development make patriotic education one of the most important components of internal public policy. It is considered that one of the preconditions for successful state development is the a citizen’s feeling of love and respect to their Motherland, its culture and traditions. In Ukraine due to events of recent years in the eastern part of the country there is a necessity to raise the level of patriotism among youth in order to protect themselves, the people and the state. Studying the foreign experience of patriotic education becomes very topical and timely in this context.

Recent research and publications analysis. Some issues of national and patriotic education of youth are considered in works of such scientists as V. Bakumenko, T. Biezverkha, V. Kremen, V. Troshinski and others. Some specific features of foreign pedagogy are depicted in works of O. Dzhurynski, M. Leshenko etc. In foreign scientific literature theory and practice of population civic education are based upon researches by J. Badets, S.L. Fild, J. Marshall, A. Harnett and others.

Paper objective is to analyze foreign experience of patriotic education.

Paper main body. Patriotic education of youth today is one of the key issues in the system of national priorities in many countries around the world. Children are being taught to love their country since early age through the active propaganda of state symbols in mass media, different civil society institutes including schools, universities, youth communities, scout organizations etc.
In the USA patriotism is understood first of all as the exercise of one’s own constitutional rights and freedoms what means the ability to express freely one’s own thoughts and ideas on any issue, mobilize other citizens to solve problems.

In Japan the system of moral and patriotic education is closely connected with the state education system.

Japan’s practical ethics is based on the ideas of hard work, mercy and such Confucianism virtues as humanity, duty, kindness, wisdom and sincerity. Confucianism brought the respect to the state and power as well as characteristics of a group type of behavior which became the features of Japanese national character.

China public authorities, the Communist Party of China, the Chinese Youth Party in particular, pay great attention to patriotic education. In recent years number of materials of patriotic direction has significantly increased.

The most of Eastern European countries also see a close link between education and patriotic upbringing. However, as a result of democratization of political life and deepening of integration processes between the countries the concept of patriotism was somewhat reconsidered, and its education was replaced by citizenship formation – a new individual’s integrative feature which contributes to socialization of young people in the modern world. Among the goals of education can be education of harmonious manifestation of patriotic feelings, dignity and inner freedom, tolerance, humanity, discipline and respect for state power.

However, it is necessary to admit that in recent times under the conditions of more frequent terrorist attacks and uncontrolled migration processes over Europe the issue of developing new approaches to patriotic education among youth have become extremely topical.

**Conclusions of the research.** Having overviewed patriotic education experience in some world countries it is possible to conclude that every country chooses these or those tools directed at raising the level of patriotism depending on the degree of the state interference in this process. Some countries tend to educate
patriotism through encouragement of citizens’ voluntary participation in the problem solving process. Other countries control this process at the highest level. The third countries have moved away from purely patriotic education, giving preference to civil education based upon the exercise of rights and freedoms of individuals and citizens. Anyway, Ukraine when implementing the Concept of national and patriotic education of children and youth must rely on the experience of the leading countries to select the necessary tools for further adaptation them to the current conditions and needs.