



Formation of patriotic values through perception of musical and geographical images

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Abstract

Recently there has been an increase in public debates concerning the problem of the formation of patriotic values among the younger generation, the related issues are exposed in the media and modern literature. Reaching impressive heights in science and technology, mankind has faced the threat of losing the spiritual component of its development. Hence the society feels disempowered by the problems that have appeared in our life: the lack of stable values, the tendency to form selfish behavior of the younger generation, as well as the desire for virtual communication, as opposed to real one. In these circumstances, the state educational policy is taking the responsibility for the patriotic development of the young generation in Russia. Without strengthening the patriotic principles of our life, its moral foundations, the progressive development of Russian society is impossible. The challenge of forming patriotic values is directly related to the process of educating the individual. The purpose of the article is to study the essence of patriotic education of the younger generation through perceiving musical and geographical images. The article examines the academic views of art historians and educationalists concerning the problems of instilling patriotic values through perceiving musical and geographical images, analyzes the normative documents that determine the relevance of the formation of patriotic values in modern society. The research materials can be applied in the organization of educational, cultural and leisure activities.

Keywords: patriotic values, musical and geographical images, morality, ethics

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INTRODUCTION

Recently there has been an increase in public debates concerning the problem of the formation of patriotic values among the younger generation, the related issues are exposed in the media and modern literature. Reaching impressive heights in science and technology, mankind has faced the threat of losing the spiritual component of its development. Hence the society feels disempowered by the problems that have appeared in our life: the lack of stable values, the tendency to form selfish behavior of the younger generation, as well as the desire for virtual communication, as opposed to real one. In these circumstances, the state educational policy is taking the responsibility for the patriotic development of the young generation in Russia (Kayumova, 2016; Mukhametzyanova et al., 2018; Gimaliev et al., 2018; Bayanova et al., 2020). Without strengthening the patriotic principles of our life, its moral foundations, the progressive development of Russian society is impossible. The challenge of forming patriotic values is

directly related to the process of educating the individual.

METHODOLOGICAL FRAMEWORK

The basis of education is such a concept as "morality", which is the subject of study of ethics. Ethics is a teaching about morality, about instilling active-volitional, spiritual qualities that a person needs in his social and personal life. The nature of morality is also studied by such sciences as philosophy, psychology, pedagogy, religious studies, cultural studies. Today, there is no unambiguous and generally accepted definition of morality, despite the fact that this problem has attracted the attention of thinkers for a long time.

Patriotism is a moral and political principle, a social feeling, the content of which is love for the fatherland. Patriotism is a feeling that is understandable and

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inherent in every reasonable person. It is a moral category which is an integral part in the individual and civic qualities of a person (Danilyarova, Tleugabylova & Abdrahmanova, 2013; Zyubina et al., 2019; Khairullina et al., 2020).

Government Decision № 1493 (2015) of the Russian Federation of December 30, 2015 "On the state program "Patriotic education of citizens of the Russian Federation for 2016-2020" determines patriotic education as systematic and purposeful activity of public authorities, relevant social and state institutions (primarily families and the educational sphere), public organizations and associations to form patriotic consciousness of high level, a sense of loyalty to their Fatherland, readiness to perform civic duty and constitutional obligations to protect Homeland interests.

The main goal of patriotic education is the revival of civic consciousness and patriotism in Russian society as the most important spiritual, moral and social values, the formation and development of the younger generation that has the most important active socially significant qualities.

The younger generation (as noted in the Program of the Russian Federation) recognizes young people with an unsettled worldview and a mobile value system. It is this age that is one of the most important and at the same time very difficult periods in the moral formation of the personality. This is the time to develop views and beliefs, the formation of a worldview, the maturation of its cognitive and emotional-personal prerequisites, the development of consciousness and self-awareness (Podymov et al., 2019). During this period, there is not only an increase in the volume of knowledge, but also a significant expansion of horizons. Young people are one of the main social groups in our society. Thus the further socio-economic, political and cultural development of society depends on what interests, views, values prevail in the youth environment. Therefore, the formation of moral patriotic values among the younger generation is now becoming relevant. In the modern culture, there has been a tendency to spend youth leisure in the form of entertainment. The development of audiovisual arts leads to the elimination of the viewer, the listener from active participation in real action. An audience that mindlessly consumes artistic products, and does not want to participate in artistic creation, can only be interested in music and spectacle that awaken the most primitive instincts, feelings, impulses (Medvedeva et al., 2019; Piralova et al., 2020). Music is a kind of instrument of self-expression, demonstration of one's own self-identity, adherence to certain social groups, expressing protest or involvement in social movements, etc. (Nemova et al., 2019).

In everyday life, we can often come across how the understanding of a particular place is largely determined by existing cultural images. Such images are usually formed on the base of what we see and hear around us

every day. Ideas about what many cities or regions represent are often gleaned from popular culture: movies, TV series, music (Ermakov et al., 2019). Russian national musical traditions have deep historical roots. The everyday and festive culture of the Russian people is inconceivable without music and singing. The song has accompanied the working life and holidays of all strata of Russian society (Nemova & Svad'bina, 2020).

Cultural geography has been developing since the beginning of the last century and it mainly deals with the issues how images of a particular place appear and are formed. Karl Sauer, the founder of cultural geography, put forward the idea that in addition to describing and mapping a physical area, there is also a constant experience of it, which contributes to the formation of numerous ideas about this area in culture.

The author of the work "Seasonal dynamics of landscapes in musical works" talks about the connection between music and the natural landscape. Musical geography as a subdiscipline within the framework of cultural geography considers music as a carrier of certain norms and values that can be transmitted, assimilated and modified in certain musical practices (Pimenova, 2006).

RESULTS

In this case, geography is presented not just as a science about the localization of geographical objects, about ecological laws, but as a science about the laws of the spatial distribution of objects and phenomena, about the mental determinants of spatial differences.

In the present context, the subject of our research is the process of the formation of patriotic values, which is the main moral core of the personality, through perceiving musical and geographical images.

We consider the implementation of a socio-pedagogical approach for the formation of patriotic foundations to be the most adequate, since it is a process of socialization and development of the individual as a subject of life, taking place in the context of social and cultural changes in a situation of cooperation, co-creation of a teacher and a student, in which the exchange of personal meanings is realized, which provides freedom of choice and actions. The close relationship is obvious an abstract "ideal teacher" and a teacher from the past who influenced the choice individual student's profession. (Ilaltdinova & Oladyshkina, 2020).

The content components of the system of the socio-pedagogical approach are determined by ideas (Ilaltdinova & Kisova, 2018), which are the basic provisions for the perception and study of educational objects. Within the framework of musical geography various interrelationships that are formed between music, space and society are investigated.

DISCUSSIONS

As the starting point, it is customary to consider Peter Nash's 1968 article "Music Regions and Regional Music". The author first draws attention to the phenomenon of musical regions. His research attempts to classify and characterize each of them. He notes that it is important to be able to highlight those elements in music that can characterize the "specificity of the area" - from the instruments used to the texts that are able to set a certain direction in the perception of space (Nash, 1975).

The famous Russian critic V.V. Stasov wrote in his memoirs about Glinka: "There is no doubt that the totality of such favorable circumstances for Glinka would not exist if he spent the first 13 years of his life not in the countryside, but in one of our big cities. ... It rarely happens that in cities deprived of the beauties of nature and all that naive artistic element that has managed to survive in the artless way of life of the people, a living and fresh feeling for these beauties could develop" (Stasov, 1953).

Many of Glinka's musical works became a reflection of his stay in the vast native land. Wherever he traveled, he always remembered the nature that had surrounded him since childhood. This is how the famous "Kamarinskaya" was born, about which P.I. Tchaikovsky would say after the death of the composer: "This is a work in which, like an oak in an acorn, all symphonic music is contained."

Tchaikovsky wrote in the spirit of Glinka his works, glorifying Russian landscapes and images of nature. He became Glinka's successor in Russian music. Tchaikovsky's music reveals the artist's inextricable connection with his native land. With the very first sounds of it, you hear, as it were, a sled running along a winter road, pictures of northern nature appear in front of you; those who have been to Valaam will recall majestic beauties of that place, but those who have not yet had a chance to visit will want to visit this land. Tchaikovsky's symphony was received by the public with great warmth. The great composer loved to turn in his music to images of nature, and especially Russian nature, although he lived abroad for a long time. But most often, even while abroad, he turned to Russian landscapes. Such a heightened patriotic feeling of native nature and its beauty made Tchaikovsky deeply suffer when, in front of his eyes, they began to cut down a forest in the Moscow region of Maidanovo, where he lived for some time. This episode served as a theme for the outstanding work of K.G. Paustovsky "The Tale of the Forests" (Paustovsky, 1970).

Being able to describe his admiration for the landscape he saw so artistically, Tchaikovsky depicted it

even more subtly in music. Here is his music in A.N. Ostrovsky's fairy tale "The Snow Maiden", about which Tchaikovsky wrote: "It seems to me that in this music there should be noticeably a joyful, spring mood, which I was then imbued with."

Pictures of nature are especially vivid in the cycle "Seasons". The change of seasons is conveyed in the musical language, the epigraph is selected for each month. Probably due to the composer's ability to feel nature so deeply, such works as the solemn cantata "Moscow" were born, in which the composer reveals the vast expanses of Russia - fields, meadows, the grandeur of Russian rivers, the Volga and Moscow as a symbol of Russia. Tchaikovsky created such masterpieces as the Solemn Overture "1812", or "Slavic March", written for a concert given by Nikolai Rubinstein in favor of the Slavic Committee, which sent Russian volunteers to Serbia during the war between Turkey and Serbia. The listeners, seized by patriotic enthusiasm, received it very warmly, shouts of "bravo" intertwined with shouts of "hurray."

CONCLUSION

Russian musical art, represented in a vast geographic space, is, nevertheless, characterized by an emotional and stylistic unity, which is reflected in the listener's perception of native music and in the patriotic influence of musical streams. It should be noted that the term "musical and geographical images" is a rather innovative concept in the context of pedagogical science. Attention should be paid to the educational potential of the process of perceiving musical and geographical images in the context of the formation of patriotic foundations in the younger generation.

At present the focus of the society is on the formation of patriotic values among young people, this is primarily due to the fact that government documents of recent years has linked the strategic goals of education with solving the problems of the development of Russian society, including overcoming the moral crisis. In educational institutions, conditions are created for the development and self-realization of students, the humanization of the educational process is carried out, a complex of federal programs focused on the formation of a moral, harmoniously developed personality is being implemented, which is also being carried out in the civil-patriotic and cultural-moral education.

Thus, the patriotic upbringing of the younger generation through perceiving musical and geographical images largely influences the formation of an emotional and value attitude towards nature, towards Russia and forms a system of spiritual values that reflect the experience of cognition and human existence in space.

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