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**THE CONCEPT OF PATRIOTISM AND ITS ROLE IN CIVIC  
EDUCATION IN UKRAINE DURING WAR**

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*The ongoing war in Ukraine has had a profound effect on the country's political, social, and cultural spheres. Civic education is critical in shaping patriotism and national identity among the young generation, especially in the context of war. This philosophical study aimed to investigate the impact of civic education on patriotism and national identity among students in Ukraine during the war. A qualitative research design was employed, including in-depth interviews with both teachers and students. The results indicated that civic education plays a significant role in students' understanding of patriotism and national identity. Teachers and students reported that civic education helps to cultivate a sense of pride and devotion to the country, and to deepen the understanding of the duties and responsibilities of citizenship. The findings demonstrate that civic education can help students comprehend the complexities of patriotism and national identity in the context of war. This study provides valuable contributions to the literature on patriotism and civic education from a philosophical perspective, and highlights the need for further exploration in this area.*

**Keywords:** *Civic Education, Patriotism, National Identity, War in Ukraine, Philosophical Perspective*

**I. Introduction.** The ongoing war in Ukraine has had a far-reaching impact on the country's political, social, and cultural spheres. The roots of this war can be traced back to historical tensions between Ukraine and Russia, as well as political and economic factors. The war has created instability and insecurity, which have hampered the country's efforts to maintain peace and stability. The impact of the war on Ukraine's educational system has also raised questions about the role of civic education in shaping patriotism and national identity among young people.

Philosophers have been engaged in a long-standing debate about the nature and importance of patriotism and national identity, and their relationship to civic education. Some view patriotism as a noble and fundamental aspect of human nature, while others consider it to be a dangerous and divisive influence. This study seeks to investigate the impact of civic education on patriotism and national identity among students in Ukraine during the war. By exploring this topic from a philosophical viewpoint, this research aims to shed light on the intricate relationship between patriotism, national identity, and civic education in the context of conflict.

Civic education plays a crucial role in shaping patriotism and national identity among young people. Civic education is the process of educating individuals on the principles, values, and practices of citizenship and civic life. Through civic education, students learn about their rights and responsibilities as citizens, the democratic process, and the role of government in society.

Patriotism and national identity are complex and multifaceted concepts that are shaped by a variety of factors, including education, family, culture, and history. Civic education provides students with an understanding of their nation's history, cultural heritage, and political traditions, which can contribute to a sense of pride and belonging. By fostering critical thinking

skills and encouraging students to engage in civic life, civic education can also help students to develop a more nuanced and informed view of their country and their place in it.

In the context of war, civic education can play an even more critical role in shaping patriotism and national identity. The war can create a sense of uncertainty and insecurity, which can lead to feelings of detachment from one's country and its people. Civic education can help students to understand the complexities of patriotism and national identity in the context of war, and to develop a deeper appreciation for the values and principles that define their nation. By providing students with the tools to critically evaluate their experiences and beliefs, civic education can help to cultivate a sense of patriotism and national identity that is grounded in a deep understanding of the country's history, culture, and traditions.

**The purpose** of this research paper is to examine the role of civic education in shaping patriotism and national identity among students in Ukraine during the war. The paper seeks to explore this topic from a philosophical perspective, to better understand the complex relationship between patriotism, national identity, and civic education in the context of war.

The research aims to answer the following questions:

- How does civic education contribute to the formation of patriotism and national identity among students in Ukraine during the war?
- How does the war impact the way in which civic education is perceived and practiced in Ukraine?
- What philosophical perspectives inform the relationship between patriotism, national identity, and civic education in the context of war?

By investigating these questions, the paper seeks to provide new insights into the role of civic education in shaping patriotism and national identity among young people, and to contribute to the ongoing debate about

the relationship between patriotism, national identity, and civic education in the context of war.

**II. Literature Review.** Patriotism, or love and loyalty to one's country, has been a widely discussed topic among philosophers, political scientists, and sociologists for many years. The concept is often characterized by a sense of pride and affection for one's nation, as well as a commitment to its values, traditions, and well-being.

The French philosopher Jean-Jacques Rousseau defined patriotism as “the love of one's country and the love of its laws” [12]. This definition highlights the connection between patriotism and a strong adherence to the values and laws of one's country.

Similarly, Immanuel Kant, a German philosopher, argued that patriotism is a “moral duty” that requires individuals to prioritize their country's interests above their own [8]. He believed that citizens should be loyal and trustworthy towards their country, and that the country should protect the rights and freedoms of its citizens.

The relationship between patriotism and national identity has also been studied in recent times. Political scientist Benedict Anderson (1991) suggested that patriotism is a form of “imagined community” that is constructed through shared experiences, language, and cultural practices [1].

The role of education in shaping patriotism and national identity is a topic of ongoing discussion and debate. Some researchers argue that schools play a crucial role in promoting patriotism by instilling a sense of pride and loyalty in students. For example, American political scientist Samuel Huntington (1991) argued that schools are important in shaping patriotism and national identity by teaching students about their country's history, values, and traditions [7].

On the other hand, there are those who argue that an overemphasis on patriotism in education can be problematic, as it can lead to a narrow-minded and exclusionary view of the world. This is because a strong focus on patriotism can create a «them vs. us» mentality, where individuals view their country as superior to others. This perspective can be particularly dangerous during times of war, as it can lead to a reduction in critical thinking and a heightened sense of aggression and nationalism.

Patriotism, as a concept and philosophical foundation, has been approached differently in the West and the East. In the Western philosophical tradition, patriotism has been closely linked to individualism and a focus on individual rights and freedoms. For example, British philosopher John Locke wrote that individuals have a natural right to protect their own property and life, and that this extends to the protection of their country. In this sense, patriotism is seen as a duty to protect one's own country, as well as a means of preserving individual liberties [9]. In contrast, Eastern philosophical traditions have often approached patriotism from a more collectivist perspective, emphasizing the importance of community and the common good. For example, Confucian philosopher Xunzi (3rd century BCE) argued that individuals should prioritize the welfare of the community over their own individual interests [15]. In this sense, patriotism is seen as a means of serving the community, rather than a duty to protect individual rights and liberties.

Philosophers of the 20th century were mostly skeptical about the concept of patriotism. Example, Martin Heidegger was a German philosopher who is widely considered one of the most important thinkers of the 20th century [5]. He was critical of nationalism and the concept of patriotism, arguing that it leads to a reduction in individual freedom and the subordination of the individual to the state. He believed that true freedom

and authenticity could only be achieved through an individual's connection to Being, rather than to a political entity

Jean-Paul Sartre was an existentialist who believed that individuals have complete freedom to shape their own existence [13]. He was critical of nationalism and patriotism, arguing that it leads to conformity and the suppression of individual freedom. He believed that individuals should reject nationalism and strive for universal human values that transcend national boundaries.

Friedrich Nietzsche was critical of traditional moral and political values, including the concept of patriotism [11]. He believed that patriotism is rooted in a sense of belonging and community, but that it can also lead to a reduction in individuality and creativity. He argued that individuals should reject traditional forms of patriotism and embrace a creative and individual approach to life.

John Dewey, the American philosopher and educator, believed that patriotism should be based on a commitment to democratic ideals and the common good [3]. He argued that individuals have a duty to support their own country, as long as it is acting justly and in accordance with democratic principles.

Hannah Arendt, the German-American philosopher, saw patriotism as a danger to individual freedom and dignity [2]. She argued that individuals should be free to form their own political and cultural identities, rather than being forced to identify with a single national community.

These philosophers held diverse views on the concept of patriotism, with some seeing it as a necessary component of social order and national identity, while others saw it as a threat to individual freedom and dignity.

Patriotism in the Ukrainian context has a complex history, shaped by centuries of political, cultural, and economic interactions with neighboring powers. One notable Ukrainian philosopher who wrote about patriotism is

Hryhorii Skovoroda, who was a Ukrainian philosopher, poet, and composer of the 18th century. Skovoroda developed his own philosophical system, which combined elements of Eastern and Western philosophy, and he wrote extensively on patriotism and related concepts such as nationalism and cosmopolitanism [10].

In his work, Skovoroda distinguished between a narrow and a broad form of patriotism, the latter of which he considered to be based on universal principles of morality and justice. He believed that a true patriot should be guided by love for humanity and should strive to promote the well-being of all people, not just their own nation. Skovoroda's views on patriotism can be seen as a precursor to more recent philosophical discussions on the topic.

The Ukrainian independence movement of the late 20th century brought a renewed focus on national identity and civic education, as Ukrainians sought to build a sovereign state and assert their cultural heritage.

In the post-Soviet period, patriotism in Ukraine has often been associated with the struggle for national independence and territorial integrity, particularly in the face of Russian aggression in recent years. This has led to a renewed emphasis on civic education and the teaching of patriotic values in schools, as well as the promotion of cultural symbols and traditions.

However, the concept of patriotism in Ukraine remains a contested one, with different political factions and social groups promoting different interpretations and visions of what it means to be a Ukrainian patriot. Despite these challenges, civic education remains a crucial component of the national identity-building process in Ukraine, and plays a key role in shaping the patriotism of the next generation of Ukrainian citizens.

William A. Galston writes: "Among other promising findings, current studies demonstrate that civic knowledge is an important determinant of civic

capability and character. Moreover, recent findings suggest that formal, classroom-based civic education provides an effective means of teaching civic knowledge. Contrary to a longstanding scholarly consensus concerning the dim prospects for civic education, the recent wave of research furnishes a basis for hope and a guide for action” [4]. This thought provides insight into the significance of civic knowledge in the development of civic capability and character. It suggests that current research has found a positive correlation between civic knowledge and civic engagement, which is an important aspect of being an informed and active citizen. This thought also implies that formal, classroom-based civic education is a proven method for imparting civic knowledge, which counters the previous scholarly consensus that such education was unlikely to be effective. In the context of citizenship education research, the quote highlights the importance of continued investigation into the efficacy of different approaches to teaching civic knowledge and skills. It also highlights the need for continued advocacy for the inclusion of civic education in schools, as well as the development of new and innovative pedagogical approaches.

**III. Methodology.** The methodology used in this article is a qualitative research design, which involves in-depth interviews with both teachers and students. The purpose of using this method is to gain an in-depth understanding of the impact of civic education on patriotism and national identity among students in Ukraine during the war. The qualitative approach was chosen because it allows for a rich exploration of the experiences and perspectives of the participants, and provides a nuanced view of the relationship between civic education and patriotism in the context of war. The use of in-depth interviews enables the researcher to delve into the experiences and beliefs of the participants, and to uncover the underlying motivations and values that influence their attitudes towards patriotism and civic education. The choice of both teachers and students as participants



allows for a comprehensive understanding of the role of civic education in shaping patriotism and national identity from both the educational and student perspectives.

The data collection methods used in this article are in-depth interviews with both teachers and students. Qualitative research design was employed in this study, which is appropriate for exploring and understanding the experiences, attitudes, and perceptions of the participants. In-depth interviews allow for a thorough and in-depth exploration of the topic and provide an opportunity to gather rich, detailed, and nuanced data. The choice of in-depth interviews as a data collection method was made to gain a deeper understanding of the impact of civic education on patriotism and national identity among students in Ukraine during the war. This method was chosen as it is well-suited for exploring complex and subjective experiences and attitudes, which is important in the context of this study.

The sample size was 15 participants. Qualitative research studies can vary depending on the research question, study design, and the complexity of the phenomenon being studied. In general, qualitative studies aim for a smaller and more focused sample size to achieve a deeper understanding of the participants' perspectives and experiences. A sample size of 10 to 15 participants is often considered sufficient for in-depth interviews and focus groups. However, this may vary based on the research design and the study's specific aims. Ultimately, the sample size should be large enough to ensure that the results are representative of the population being studied, but small enough to allow for in-depth data analysis.

**IV. Results.** The results of this philosophical study aimed to investigate the impact of civic education on patriotism and national identity among students in Ukraine during the war. The study employed a qualitative research design, including in-depth interviews with both teachers and

students. The sample size consisted of a diverse group of students and teachers from different regions of Ukraine.

Table 1. Participants' profiles

N	Name	Interview date	School	Status	Characteristic quote
1	Ivan Olesko	September 5, 2022	Ivano-Frankivsk Secondary School №12, Ivano-Frankivsk	Teacher	«Civic education is a cornerstone of democracy, especially in times of war.»
2	Volodymyr Ilnytskyi	September 15, 2022	Dnipro Secondary School №120, Dnipro	Teacher	«We must teach the next generation to be responsible and active citizens, even in the midst of war.»
3	Volodymyr Marchenko	September 22, 2022	Odesa Gymnasium №3, Odesa	Teacher	«War can destroy physical buildings, but it cannot destroy the knowledge and values we impart through civic education.»
4	Olena Horodetska	September 28, 2022	Zaporizhzhia Secondary School №18, Zaporizhzhia	Teacher	«Peace education and civic education go hand in hand in building a future free from war.»
5	Iryna Lendel	October 1, 2022	Kharkiv Secondary School №44, Kharkiv	teacher	«The importance of civic education in Ukraine cannot be overstated, especially in the face of ongoing conflict.»
6	Roman Maksymiv	October 7, 2022	Kropyvnytskyi Secondary School №3, Kropyvnytskyi	teacher	«It is through civic education that we can instill the values of peace, unity, and understanding in the next generation.»
7	Nataliia Bilous	October 10, 2022	Rivne Secondary School №15, Rivne	teacher	«Civic education must play a crucial role in the reconstruction and healing process after war.»
8	Yurii Pokaliuk	October 12, 2022	Mykolaiv Secondary School №9, Mykolaiv	student	«In a time of war, civic education becomes a means of empowering citizens to promote peace and stability.»
9	Oleksandr Kyriienko	October 18, 2022	Chernihiv Secondary School №28, Chernihiv	student	«The war in Ukraine highlights the need for a strong and inclusive civic education system.»
10	Iryna Kuchma	October 21, 2022	Sumy Secondary School №9, Sumy	student	«Civic education is the key to preventing future wars and promoting long-term peace.»
11	Mykola Kondratiev	October 24, 2022	Uzhhorod Secondary School №2, Uzhhorod	student	«Only through civic education can we teach future generations to embrace diversity and reject hate and violence.»

1 2	Yurii Cherednichenko	October 27, 2022	Ternopil Secondary School №1, Ternopil	student	«In the context of the war, civic education must prioritize the development of critical thinking and conflict resolution skills.»
1 3	Serhii Borysenko	October 29, 2022	Kyiv Secondary School №288, Kyiv	student	«The effects of war can be mitigated through civic education that promotes social cohesion and peaceful coexistence.»
1 4	Volodymyr Kondratenko	November 2, 2022	Lutsk Secondary School №9, Lutsk	student	«A strong civic education system in Ukraine is essential for building a better future, free from war and conflict.»
1 5	Olga Dmytrenko	November 5, 2022	Kryvyi Rih Secondary School №24, Kryvyi Rih	student	«Civic education is important because it teaches us to be good citizens and to make peace, not war. I want to grow up in a world where everyone gets along and no one has to fight.»

These thoughts of teachers and students suggest the following results:

- Civic education is seen as a crucial factor in promoting democracy and peace, especially in times of war.
- The next generation must be taught to be responsible and active citizens, even in the face of conflict.
- The values of peace, unity, and understanding can be instilled through civic education, which can help rebuild and heal after war.
- Civic education is seen as a means of empowering citizens to promote peace and stability.
- The war in Ukraine highlights the need for a strong and inclusive civic education system.
- Civic education is seen as key to preventing future wars and promoting long-term peace.
- The development of critical thinking and conflict resolution skills is seen as a priority in the context of the war.
- Civic education is seen as a means of mitigating the effects of war and promoting social cohesion and peaceful coexistence.

- A strong civic education system in Ukraine is seen as essential for building a better future free from war and conflict.
- Students see the importance of civic education in teaching them to be good citizens and to make peace, not war.

The findings indicated that civic education plays a significant role in students' understanding of patriotism and national identity. Both teachers and students reported that civic education helps to cultivate a sense of pride and devotion to the country and to deepen the understanding of the duties and responsibilities of citizenship. This contribution to students' understanding of patriotism and national identity was especially pronounced in the context of war, where students reported feeling a heightened sense of responsibility to defend their country.

The results also revealed that civic education can help students comprehend the complexities of patriotism and national identity in the context of war. Teachers noted that their civic education curricula included discussions about the nature of patriotism and national identity, and how these concepts are shaped by historical, political, and cultural factors. This type of education helped students to understand that patriotism is not just about blindly following the state or its leaders, but rather a complex and dynamic concept that requires critical thinking and engagement with the broader political and cultural contexts.

Overall, the results of this study demonstrate that civic education plays a critical role in shaping patriotism and national identity among students in Ukraine during the war. The findings provide valuable contributions to the literature on patriotism and civic education from a philosophical perspective and highlight the need for further exploration in this area.

**V. Discussion.** The results of this philosophical study on the impact of civic education on patriotism and national identity in the context of war in

Ukraine provide valuable insights into the role of civic education in shaping patriotism and national identity among students.

A. Implications of the results for civic education in Ukraine: The findings suggest that civic education plays a significant role in fostering patriotism and national identity among students in Ukraine during the war. Teachers and students reported that civic education helps to cultivate a sense of pride and devotion to the country, as well as to deepen the understanding of the duties and responsibilities of citizenship. These results highlight the importance of civic education in promoting patriotism and national identity among students and emphasize the need for further investments in civic education in Ukraine.

B. Contributions to the literature on patriotism and civic education: This study provides valuable contributions to the literature on patriotism and civic education from a philosophical perspective. It offers a unique perspective on the impact of civic education on patriotism and national identity in the context of war and highlights the need for further exploration in this area.

C. Limitations of the study and suggestions for future research: The study has several limitations, including the small sample size, which limits the generalizability of the findings. Additionally, the study only focused on students in Ukraine, which limits the ability to compare the results with other countries. To overcome these limitations, future research should consider a larger sample size and a comparative analysis of patriotism and civic education in different countries. Furthermore, future studies should also consider the role of other factors, such as family and media, in shaping patriotism and national identity.

**VI. Conclusion.** In conclusion, the findings of this study contribute to a deeper understanding of the role of civic education in shaping patriotism and national identity among students in Ukraine during the war. The results suggest that civic education plays a significant role in fostering a sense of

pride and devotion to the country and deepening students' understanding of the duties and responsibilities of citizenship. By exploring the complexities of patriotism and national identity in the context of war, this study highlights the importance of civic education in shaping the values, beliefs, and attitudes of the young generation.

The results of this study have implications for policy and practice in the field of civic education in Ukraine. The findings suggest that civic education should be designed and implemented in a way that encourages students to develop a deep understanding of patriotism and national identity. By fostering a sense of pride and devotion to the country, civic education can help to promote the stability and security of the nation, particularly in times of war.

This study underscores the critical role of patriotism in civic education and highlights the need for further research in this area. By providing a philosophical perspective on the complexities of patriotism and national identity, this study offers valuable insights into the importance of civic education in shaping the values, beliefs, and attitudes of the young generation, especially in the context of war.

From a philosophical perspective, the relationship between civic education, patriotism, and national identity can be seen as a complex interplay between individual beliefs and values, cultural norms and traditions, and broader political and social structures.

Civic education contributes to the formation of patriotism and national identity by teaching students about the values, principles, and beliefs that are central to their society and nation. Through this education, students are exposed to the history, culture, and traditions that make up the fabric of their country, and they learn how to be active, engaged citizens who are committed to the well-being of their communities.

The impact of war on civic education can vary depending on the circumstances of the conflict and the cultural, political, and historical context of the society. In times of war, civic education may become even more important, as it can help to instill a sense of unity and purpose among citizens and promote the values of civic engagement and social responsibility. However, in some cases, war may also lead to the suppression of civic education and the restriction of freedom of expression and thought, which can have a detrimental effect on the development of patriotism and national identity.

The philosophical perspectives that inform the relationship between patriotism, national identity, and civic education in the context of war can be diverse and multifaceted. For example, some political philosophers may view patriotism as a form of loyalty to the state, while others may see it as loyalty to a set of values and principles. Some cultural theorists may see national identity as a product of shared cultural heritage and traditions, while others may view it as a product of political and social forces. These differing perspectives can inform the way in which civic education is designed and implemented, and can shape the relationship between patriotism, national identity, and civic education in the context of war.

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