

**Оксана ПЕТРЕНКО,**

доктор педагогічних наук, професор, проректор з інноваційної діяльності та міжнародного співробітництва,
Рівненський державний гуманітарний університет (м. Рівне, Україна)

Oksana PETRENKO,

Doctor of Pedagogical Sciences, Professor, Vice-Rector for Innovative Activity and International Cooperation,
Rivne State University for the Humanities (Rivne, Ukraine)
oksana.petrenko@rshu.edu.ua
ORCID ID 0000-0001-6906-3542

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ФОРМУВАННЯ НАЦІОНАЛЬНО-КУЛЬТУРНОЇ ІДЕНТИЧНОСТІ ОСОБИСТОСТІ У ЗМІСТІ ШКІЛЬНОЇ ІСТОРИЧНОЇ ОСВІТИ: ПОЛІКУЛЬТУРНИЙ ПІДХІД

Анотація. У статті здійснено вивчення та аналіз філософсько-культурологічної, соціально-психологічної і педагогічної літератури та інтернет-ресурсів із досліджуваної проблеми; схарактеризовано сутність національно-культурної ідентичності зростаючої особистості у змісті шкільної історичної освіти за умови застосування полікультурного підходу як інтегративної категорії; виокремлено провідні внутрішні (суб'єктивні) і зовнішні (об'єктивні) чинники процесу формування національно-культурної ідентичності зростаючої особистості у змісті шкільної історичної освіти у межах полікультурного підходу. Схарактеризовано зовнішні чинники: ідеологічно-стратегічний, інформаційно-маніпулятивний, релігійний історичної достовірності і справедливості, які забезпечують об'єктивне висвітлення історії, культури, традицій і вірувань українців та народів, які споконвічно спільно проживають разом в Україні за обов'язкової широкої популяризації їхніх спільних історичних і соціальних надбань.

З'ясовано, що сформована національно-культурна ідентичність особистості є єдністю трьох складових: сформованого почуття приналежності до свого етносу, свого народу, любові і поваги до своїх національних традицій та історії свого народу, прагнення оволодіти своєю національною мовою та національною культурою; сформованого почуття приналежності до багатонаціонального українського суспільства, патріотизм, неодмінно пов'язаний з відмовою від національного (етнічного) марнославства; сформованого почуття приналежності до світового (і європейського як його частини) співтовариства, почуття відповідальності не лише за долю свого народу та своєї багатонаціональної країни, а й усього світу.

Ключові слова: формування, національно-культурна ідентичність, полікультурний підхід, зміст шкільної історичної освіти, учень/учениця, зростаюча особистість, чинники.

THE FORMATION OF NATIONAL AND CULTURAL IDENTITY IN SCHOOL HISTORY EDUCATION: A MULTICULTURAL APPROACH

Abstract. The article examines and analyses philosophical, cultural, socio-psychological, and pedagogical literature, as well as Internet resources, related to the research problem. It characterises the essence of national-cultural identity in the context of school history education, considering the multicultural approach as an integrative category. Additionally, it identifies the key internal (subjective) and external (objective) factors involved in forming the national-cultural identity of a growing personality within the framework of school history education. The author characterises the external factors: ideological and strategic, information and manipulative, and religious of historical accuracy and justice, which ensure objective coverage of the history, culture, traditions and beliefs of Ukrainians and nations that have been living together in Ukraine since time immemorial, with the obligatory wide popularisation of their common historical and social achievements.

It has been determined that a developed national and cultural identity in an individual is a unity of three components: a sense of belonging to their ethnic group and people, characterised by love and respect for their national traditions and the history of their community, as well as a desire to master their national language and culture; a sense of belonging to the multicultural Ukrainian society; and patriotism, which is inherently connected with the rejection of national (ethnic) vanity; a sense of belonging to the global community (including the European community as part of it), as well as a sense of responsibility not only for the fate of their people and their multinational country but also for the entire world.

Keywords: formation, national and cultural identity, multicultural approach, content of school history education, student, growing personality, factors.

INTRODUCTION

The problem formulation. Today, Ukrainian education, as a form of social consciousness, is tasked with fostering new life meanings and values in the younger generation as the foundation for shaping patriotic citizens. These citizens should be prepared to selflessly contribute to building a sovereign, independent, democratic, and lawful Ukrainian state, strengthening its national security, and promoting civil peace and harmony in society. Therefore, the problem



is particularly relevant «the formation of the national and cultural identity of children and youth as a crucial condition for the consolidation of Ukrainian society, its security, and development in the face of globalization challenges. The formation of national and cultural identity fosters the development of a citizen-patriot of Ukraine who recognises their belonging to the Ukrainian people, their involvement in the country's destiny and its role in the global community. This individual is also a bearer of Ukrainian culture and language, preserves historical memory, values culture and traditions, and is ready to defend and build Ukraine as a sovereign and independent state» (Kremen, 2021, p. 67).

Nowadays, multicultural education is an important component of the national education system, as demonstrated by the regulations of the National Doctrine of Education Development in Ukraine in the XXI century, which states «...the need to educate a person with a democratic outlook, who respects civil rights and freedoms, and who respects the traditions, culture, religion, and language of communication of the peoples of the world» (Decree of the President of Ukraine «National Doctrine of Education Development in Ukraine in the XXI century» No. 347/2002, 2002, p. 4).

In particular, the content of the «State Standard for Basic and Complete Secondary Education» also emphasises the mandatory integration of multiculturalism into pedagogical practice. The implementation of these ideas creates the preconditions for the comprehensive development of the individual, the acquisition of both universal and national values, their significance for the social formation of a person, the humanisation and democratisation of school education, mutual respect among nations and peoples, and the secular nature of the school (State Standard of Basic and Complete Secondary Education, 2020).

Consequently, the formation of a modern individual – a citizen and patriot of a sovereign state with a developed national and cultural identity – represents one of the most important educational tasks, the implementation of which should be an integral part of school history education.

AIM AND TASKS RESEARCH

The purpose of the article: based on the analysis of literature and online resources, to characterise the essence of national and cultural identity in a developing individual as an integrative category within the content of school history education, viewed through a multicultural approach.

Analysis of recent research. The foundational scientific research of European historians, particularly R. Mayer, W. Mędrzecki, and R. Stradling, is focused on addressing the issues of multiculturalism. R. Starling highlighted the issue of diversifying content and expanding the range of sources, which would make history teaching less monocultural and more multidimensional and universal.

The study of multiculturalism in educational content and the development of a model of multicultural education as a social innovation, set within the context of real intercultural interaction processes, is the result of scientific research by H. Abibullaeva, P. Verbytska, O. Kalakur, P. Kendzor, V. Kremen, P. Saukh, O. Sukhomlynska, and others.

The study of the methodological aspects of implementing a multicultural approach in the content of educational subjects, particularly in school history education, is covered in the scientific works of K. Bakhanov, S. Kostylieva, V. Kryshmel, Yu. Maliienko, T. Matseikiv, P. Moroz, I. Moroz, M. Mudryi, T. Remekh, O. Sakhnovskiy, and others.

According to I. Bekh and K. Zhurba, the formation of national and cultural identity should be grounded in historical truth, historical memory, national ideals, national dignity, national identity, and patriotism (Bekh, Zhurba, 2017, p. 25).

At the same time, T. Potapchuk emphasises that education and upbringing in educational institutions should focus on developing the key components of national and cultural identity in a growing individual. Thus, they should foster awareness that people belong to a specific cultural community, possess national values, and understand the dialectic of cultural development among all ethnic groups living in Ukraine (Potapchuk, 2012, p. 89).

RESULTS OF THE RESEARCH

The analysis of recent research and publications reveals the multidimensionality of the concept of «multiculturalism» and its derivatives and substantiates the connection between multiculturalism as a phenomenon in modern Ukrainian society and a cross-cutting approach to forming the concept of «national and cultural identity» in the context of applying a multicultural approach in the process of teaching school history. In this context, multiculturalism, as a socio-cultural phenomenon, is difficult to define unambiguously, according to Yu. Maliienko. Multiculturalism in school history education is a methodological approach to shaping educational content, a defining characteristic of the cross-cutting phenomenon in Ukrainian history from ancient times to the present, a requirement of the modern globalized society, and a result of cultural interaction. Additionally, multiculturalism can be viewed both as a starting point in history education and as its outcome (Maliienko, 2020, p. 124).

Meanwhile, the body of knowledge about Ukraine, Ukrainians, its history, culture, art, and the contributions of prominent Ukrainians to the development of the state over the centuries, along with the communication and intellectual cooperation between students and teachers in mastering the content and essence of historical phenomena and events, should be framed within the Ukraine-centered and child-centered educational paradigm. Intersubject connections in school history education should be built and expressed through national-patriotic education processes, which aim to foster a stable national and cultural identity, moral and ethical characteristics as a citizen and patriot, civic responsibility, and a set of essential humanistic values and value orientations.

Today, however, we must focus on the challenges and threats that have emerged since Russia's full-scale aggression against Ukraine, which highlight the need to address their consequences in the content of national education, particularly in education of young individuals. In these processes, it is crucial to consider that the need for a growing individual to make choices and understand the essence of their national and cultural identity primarily arises from changes in the social situation, which creates the need to adapt to new social conditions and find a specific place (status, role) in the



social environment. Thus, changes in specific external circumstances and factors significantly contribute to the formation of such an identity, as a person cannot psychologically remain attached to their previous identity. The highest form of self-regulation is self-determination, i.e., the ability to act unpredictably from the perspective of an external observer, but consciously and consistently from within, within the boundaries of one's «psychological self», «social self», and «physical self». In this case, the leading internal (objective) factor in forming the national and cultural identity of a growing individual is national self-identification, which is reflected in the feelings that the individual regards as the value 'I am a Ukrainian. The nature of these feelings and values, according to K. Zhurba, is «in the effective involvement of the individual in their nation, in the broadest sense of the term». The individual must embrace the historical legacy of the nation's highest spiritual achievements, live and act based on them, and contribute to their multiplication, while considering the challenges of the present time» (Zhurba, 2017, p. 5).

Having already described the role of external factors in the formation of identity as part of an individual's overall developmental process, it makes sense to highlight those factors addressed in the content of school history education during the formation of national and cultural identity. Among these external (objective) factors, some of the most important are:

- An ideological and strategic factor, aimed at maximizing the elimination of ideological influence from other states, primarily Russia. Since all its ideological efforts are focused on identifying and recruiting individuals, primarily young people, who are willing to betray Ukraine's interests. In this context, we must reconsider the opinion expressed by the French writer and publicist Alphonse Jean Carr, who stated that «...for most of these people (especially the Russians), the meaning of life is not to rise to the level of others, but to bring others down to their level». The existence of these problems is caused by the processes of changing existing values, goals, principles, and, accordingly, the structures and components of modern education, which are not yet fully developed. Under these conditions, defining and adopting a strategy at the state level for the formation of a patriotic individual within the national education system remains problematic. First and foremost, this is a consequence of the crisis in the diversity of goals and objectives in modern education in general, and in school history education in particular. These processes are primarily due to the lack of a clear and consistent approach to integrating education into modern Ukrainian society, where the mission and purpose of the teacher remain unclear, as it is uncertain what outcomes education should produce. Hence, the value-semantic inconsistency, uncertainty in the choice of goals and methods for solving educational problems by its participants, and differences in their positions are, in turn, linked to the foundations of building and understanding the country's future development (Abibullaeva, 2006);

- An information and manipulative factor that significantly influences the consciousness of children and youth through the media and various platforms, aiming to undermine the internal political situation, foster disrespect for the historical and cultural heritage of the Ukrainian people and other ethnic groups in Ukraine, and weaken support for the national idea. And what are the current issues in the content of school history education today;

- The religious factor, which unfortunately remains a powerful influence on Ukrainian society, particularly on young people who are in the process of defining and accepting their national and cultural identity. In this context, the dangerous propaganda by the churches of the Moscow Patriarchate, which spreads false and distorted facts about the history, culture, faith, and traditions of the Ukrainian people, is a significant issue (Kryshmarel, 2018);

- The value-orientation factor, which significantly impacts the quality of the processes involved in forming an individual's national and cultural identity, since values, from the perspectives of philosophical, cultural, socio-pedagogical, and psychological-pedagogical paradigms, as well as modern methodological constructs in educational theory, are inherent to a particular social subject or phenomenon. In terms of content, they should primarily meet the needs, interests, and desires of both individuals and groups. Nevertheless, certain values remain unquestionable, such as goodness, justice, patriotism, love, and friendship. In addition, these values can serve as an ideal in the lives of children and young people, as their development helps to characterize the leading qualities of a growing personality. In the process of forming a growing individual at each stage of ontogenesis, I. Bekh states that «...certain moral norms and value orientations are formed, gradually becoming more complex and eventually acquiring the features of a system of norms or values accepted in contemporary Ukrainian society» (Bekh, 2007, pp. 7–16).

Accordingly, the content of school historical education today is designed to cultivate citizens who are patriots of Ukraine, equipped to face the challenges and threats of modern Ukrainian society. These individuals should possess a strong national consciousness and be «...capable of building a civil society based on universal and European values» (Concept of National and Patriotic Education in the Education System of Ukraine, No. 586, 2022).

- historical accuracy and justice. This factor plays a leading role in shaping the content of school history education. Today, it is important to provide an objective account of the history, culture, traditions, and beliefs of Ukrainians, as well as those of the peoples who have lived together in Ukraine since time immemorial. Additionally, there should be a strong emphasis on widely promoting their shared historical and social achievements (Kalakura, 2013).

Moreover, it is extremely important, while adhering to historical accuracy and justice, to present in the content of school history education the events and phenomena of past years and centuries, and to apply historical concepts, among which, according to O. Udod, their essential characteristics should be clearly and understandably formulated. Such as: «genocide», «ethnocide», «expulsion», «deportation», «annexation», «aggression», «capture», «accession», «unification», and so on. This should also include tolerance in assessments and the ability to identify the true causes of conflicts without fostering an «enemy image» or promoting national or religious intolerance (Udod, 2009).

The practical implementation of these tasks currently underpins out-of-class and extracurricular activities in the field of school history education. This includes organising various thematic mass events, such as evening programmes for primary



and high school students, meetings with writers or poets, tributes to prominent Ukrainians, and competitions in historical, ethnographic, and local history student creative works. Other activities involve researching genealogy, local folklore, and the history of the native land, among others. Each of these events can have a different name and theme, such as the Days of Ukrainian Writing and Language, Native Language Evening, literary and musical compositions dedicated to the birthdays of Taras Shevchenko, Lesia Ukrainka, Ivan Franko, as well as themes like My Family Tree, My Native Land, Its History and Modernity, and so on.

In the current context, forming a person's national and cultural identity through extracurricular and co-curricular activities requires integrating historical events and their consequences – thoroughly studied in school history education – into the content of various activities. These include military sports competitions, contests, educational events, and the work of clubs like «Young Historians of Local Lore», which aim to build the readiness of young people to defend the Motherland. For example: «Moloda Sich», «Horting», «Defence of the Motherland Is a Sacred Duty of a Citizen», «We Are Glorious Descendants of Zaporozhian Cossacks», «Ukrainian Army: In History and Modernity», «Defenders' Day», «In Memory of the Heavenly Hundred Heroes», patriotic flashmobs like «United Ukraine», planting the «Heroes Memory Alley», and meetings with fighters of the Russian-Ukrainian war, among others.

Historical, cultural, and patriotic activities hold a special place in fostering national and cultural identity through school history education. These activities are primarily based on studying the history and traditions of the Ukrainian army, including key events such as the times of Kyivan Rus and the Cossacks, the Battle of Kruty, the OUN, the UPA, the Second World War, the dissident movement, the student Revolution on Granite, the Orange Revolution, and the Revolution of Dignity. They also highlight the sacrifices made by our compatriots in defending the Motherland in eastern Ukraine and Crimea.

Effective means of fostering the national and cultural identity of students in the context of the Russian-Ukrainian war include expanding opportunities for communication in Ukrainian, gaining access to authentic information, developing critical thinking, building national consciousness and self-confidence, fostering national dignity, combating manifestations of national inferiority, and promoting education based on national values (Boiko, 2022, p. 20).

Considering this, the issue of forming the national and cultural identity of young individuals is particularly relevant, given the profound transformations in Ukrainian society and the state, which have brought about significant changes in social reality. Therefore, socio-cultural transformations inevitably lead to a certain crisis in the formation of national and cultural identity. The primary negative factor in this process is the pronounced crisis of civic identity (Halushko, 2008, p. 112).

At the same time, in the current context, the formation of students' national and cultural identity is marked by an understanding among developers of school history education content of the importance of a broad range of unifying values and value orientations. These are rooted in the principles of patriotism, spirituality, humanism, and the pivotal role of culture in shaping a modern, multicultural civil society within the state. This approach to designing the content of school history education ensures the nation's stability both today and in the future by fostering a strong and lasting national and cultural identity in students, even amidst modern multicultural influences. In this context, the characteristic features and attributes of national and cultural identity are its inherent complexity in both the processes of its formation and manifestation. Such processes, given the multicultural approach to designing the content of school history education, exist at the intersection of ideological, national-historical, political-cultural, socio-cultural, socio-psychological, and purely pedagogical paradigms. Nevertheless, the stability of a growing individual's national and cultural identity is reinforced by well-formed concepts and comprehensive historical knowledge about the past and present.

Thus, we can state that a formed national and cultural identity consists of three interconnected components. The first is a sense of belonging to one's ethnic group and people, encompassing love and respect for national traditions, history, and a desire to master the national language and culture. The second is a sense of belonging to the multinational Ukrainian society, marked by patriotism that inherently rejects national (ethnic) arrogance. The third is a sense of belonging to the global community (and Europe as part of it), alongside a sense of responsibility not only for the nation and its multicultural state but also for the world. (Bekh, Dokukina, Fedorenko, Shkiina, Zhurba, 2019; Sarakula, 2024, pp. 143–149).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In summary, the analysis of the research problem highlights the integrative nature of the phenomenon of «national and cultural identity of the individual». This concept is reflected in the content of school history education through the adoption of a multicultural approach. The process of shaping an individual's national and cultural identity, within the framework of a multicultural approach to designing school history education, incorporates the key paradigmatic constructs of the modern national education system. The sustainability of a growing individual's national and cultural identity is reinforced by well-formed ideas and comprehensive systemic historical knowledge about the past and present. In turn, the teacher's role in school history education should focus on fostering the development of a young personality, recognising the child as the highest value and operating on the principles of humanism, freedom, and social justice.

Prospects for further research include the systematic study of pedagogical conditions and the development of a structural and functional model for effectively shaping the national and cultural identity of a growing personality. This would be achieved within the framework of extracurricular and co-curricular activities focused on historical, local history, and ethno-historical orientations.

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