

ETHNOTOURISM AS THE MEANS OF CIVIL AND PATRIOTIC EDUCATION

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Abstract

The article discusses a new direction of civil-patriotic education – ethnotourism. The direction was being carried out by a group of scientists of Mari State University under financial support of the Russian Foundation for Basic Research. Ethno-tourism being a relatively new, rapidly developing direction of the tourism industry is considered to be an inclusion of lifestyle and national culture of various ethnic communities. Ethnotourism has a high pedagogical potential because it allows people to experience living under the conditions of their native culture, to penetrate into peculiar mental outlook of their own people through making acquaintance with their traditions, customs, attitudes. One must say that, despite all its attractiveness, ethno-tourism, including its direction as ethnotourism for children and youth, is not widely used in our country for many reasons. One of the reasons is the lack of professionals being able to professionally provide scientific-methodological and psychological and pedagogical support of the implementation of this direction for the formation of civil and patriotic character qualities of a person. The article considers revealed scientific-methodical and psychological and pedagogical bases of ethnotourism support for children and youth in the Republic of Mari El in the course of the project realization, model of ethnotourism support, including the purpose, objectives, principles, content, forms, methods, means, and result is developed and tested.

Keywords: ethnotourism, children, ethnotourist route, Republic of Mari El.

1. INTRODUCTION

Ethno-tourism being a relatively new, rapidly developing direction of the tourism industry is considered to be an inclusion of lifestyle and national culture of various ethnic communities. Ethnotourism has a high pedagogical potential because it allows people to experience living under the conditions of their native culture, to penetrate into peculiar mental outlook of their own people through making acquaintance with their traditions, customs, attitudes. One must say that, despite all its attractiveness, ethno-tourism, including its direction as ethnotourism for children and youth, is not widely used in our country for many reasons. One of the reasons is the lack of professionals being able to professionally provide scientific-methodological and

psychological and pedagogical support of the implementation of this direction for the formation of civil and patriotic character qualities of a person.

2. RESULTS AND DISCUSSIONS

The problem of civil-patriotic education is seen in various historical eras. Depending on the socio-economic conditions of society and the dominant ideology various aspects were put into the concept. Since ancient times, great philosophers and educators paid considerable attention to the problem of civil and patriotic education. In their teachings, along with the main human values, the most important are love for their own country, people, family, respect for elders and keeping traditions. The system of training of patriots, defenders, warriors came to Russia through Byzantium, and through the Western States. However in Russia, patriotic education was based on the customs and national character. Patriotic upbringing of the Russian people was dictated by the need to protect the Fatherland, observing the laws and national traditions. Patriotism is of a great importance in the spiritual development of the individual. Love of the country, devotion to ideals, respect for the shrines makes us Humans.

Figures of pedagogical sciences offer a set of social qualities, as a model citizen. They are:

- execution of civil duties – sense of duty to the country, society, parents;
- a sense of national pride and patriotism;
- respect for the Constitution of the state, public authorities, the President, the symbols of statehood (coat of arms, flag, anthem);
- responsibility for the country fate;
- public discipline and the culture of living together;
- respect for the patriotic wealth of the country, language, culture, traditions;
- public activity;
- keeping democratic principles;
- careful attitude to nature;
- respect for the rights and freedoms of other persons;
- active life position;
- legal awareness and civic responsibility;
- honesty, truthfulness, sensitivity, compassion;
- responsibility for ones' deeds and actions.
- internationalism, respect for peoples of other countries.

Studies have shown that one should begin to start the formation of ideas about the Motherland with something familiar, known to children, with the things from children's environment. Then, using the contrast method, one should start forming ideas about some further things. Comparison is the starting point in the formation of the ideas and deepening of the feelings. Patriotic feeling is multifaceted by its nature, it combines all aspects of the personality: moral, labor, mental, aesthetic and physical development, implies the exposure of each part for obtaining a common result.

The notion of patriotism includes cognitive, emotional, and behavioral components that are implemented in the sphere of society and nature.

In addition, the emotional component is the leading one for the students. The cognitive component provides the content, while the behavioral is responsible for control and diagnostic function.

If we consider patriotism through the concept of "attitude", it is possible to allocate some directions:

- 1) relation to nature, native land, native country;
- 2) attitude to people living in their home country;
- 3) attitude to moral values, traditions, culture;
- 4) attitude to government.

Each of these directions can become the content of educational activities with children, and contribute to the socialization of the individual under the condition of children's development peculiarities regard.

Purpose of study. It is to address this issue the research project under the title of "Scientific-methodological and psychological and pedagogical support of ethno-tourism development for children and youth in the Republic of Mari El" being carried out by the group of scientists from Mari State University was directed to. The project was supported by the Russian Foundation for Humanities in 2014 (Fedorova and Andreeva, 2014, p.33]. The revealed scientific-methodical and psychological and pedagogical bases of ethnotourism support for children and youth in the Republic of Mari El in the course of the project realization are reflected in the monograph (Fedorova, 2014). The model of ethnotourism support for children and youth of the Republic of Mari El, including the purpose, objectives, principles, content, forms, methods, means, and result is developed and tested. Diagnostic material to identify the level of awareness of children and youth in the sphere of ethnic culture of Mari people and major attractions of the ethnic plan of Mari El Republic regions (Fedorova, Maltseva and Mukhina, 2015), being tried out in its different parts.

Initially, we studied the initial level of ethnocultural competencies formation among 250 students of educational establishments of the Republic of Mari El. As a diagnostic material test tasks of open and closed types examining the knowledge of history, language, and culture of its people, main ethnic attractions of the Republic, development of social norms, rules of behavior, the formation of ethnic identity were chosen by us. Summing up was carried out using the following scale: 85% - 100% - high level, 55% - 84% - average level, below 55% - low level.

The analysis of the results showed that the high level of formation of ethno-cultural competence was identified in 10 % of the subjects (25 persons), the average - 60 % (150 people), and low - 30 % (75 people).

On the basis of the obtained results a pilot program of introduction children and youth with the main attractions of the ethnic plan in the areas of the Republic of Mari El was developed and implemented. The program allowed creating a new educational direction – ethno-tourism for children.

In accordance with the workplan the routes the essence of which is reflected in the routes in detail in educational-methodical manual "Ethnotourist routes for children and youth in the Republic of Mari El" were developed (Fedorova and Konstantinova, 2015).

With the aim of introducing children and youths with ethnosights of the Republic the following routes were developed by us:

- *route № 1:* the city of Yoshkar-Ola, Medvedevskiy region, Orshansky region of the Republic of Mari El;
- *route № 2:* Paranginsky region, Novo-Taryalsky region, Sernursky region, Kuzhenersky region, Sovietsky region of the Republic of Mari El;
- *route № 3:* Zvenigovskiy region, Volzhskiy region, Morkinsty region of the Republic of Mari El;
- *route № 4:* Mary Higher land region, Kilemarsky region, Yurinskay region and the city of Kozmodemyansk in the Mari El Republic.

While ethnotourist routes the materials of the developed game lecture hall including the theme cycle of the past of Mari people in the form of quizzes, contests, interviews, game programs and Club of the Merry and Inventive on the basics of the traditional culture and history of Mari people development (Fedorova, 2016). The ethno-psychological training program for schoolchildren "Ethno-tourism as a means of pupils tolerance development" including psycho-technical exercises, role-playing games, main tasks for ethnotourist areas for children is developed and tested (Fedorova and Alekseeva, 2016).

3. CONCLUSIONS

Progress of the project and its results were discussed at the All-Russian scientific-practical conference "Scientific-methodological and psychological and pedagogical support of ethno-tourism development for children and youth in the Republic of Mari El" being held on the 20th of November, 2014. The collection of scientific works was published on the conference materials. Great job aimed at organization of children research projects based on the results of ethnotourist activities was carried out. On the results of the conference-competition the collection of research school projects was published (Fedorova, 2015). Besides, the Republican level Olympiad "Junior ethnographer" on the basis of the developed Olympiad tasks was organized and held (Fedorova, Mukhina and Maltseva, 2015).

The diagnostics and the results on the pilot program testing witness its effectiveness of the development of ethnotourist representations of the participants.

4. ACKNOWLEDGEMENT

This research was financially supported by the Russian Foundation for Basic Research (Grant № 17-16-12003).

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