

## **Fostering Patriotic Culture of Primary Schoolchildren in Kazakhstan**

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### **Abstract**

Policy on fostering patriotism is a top concern for any country; thus, defining effective forms and methods aimed at developing a set of values and cultural principles among younger generations and building respect for their own country is of utmost importance. The purpose of this study is to examine the effectiveness of a pedagogical model for fostering patriotic culture in primary schoolchildren by developing their value, behavioral, and cognitive-emotional components within the educational process. The study employed a quasi-experimental one-group pretest-posttest research design. One hundred and one primary schoolchildren from a Kazakh-medium school in Aktobe, the Republic of Kazakhstan participated in the study. The Qualimetry of Patriotic Culture Development, containing 12 items, included assessing the value component (affection for the Motherland; the need of serving the Motherland; the ability to find actions for the benefit of the Motherland; the understanding of values and importance of actions done for the benefit of the Motherland), the behavioral component (the capacity for acting patriotically both in daily-life and in extreme situations, a steady positive experience; abilities and skills of patriotic behavior; extensive participation in various activities for the benefit of the Motherland; tolerance), and the cognitive and emotional component (the knowledge of the main attributes and essence of patriotism; the capacity for backing up notions with examples from life; the interest in the history and culture of the Motherland; the feeling of love for and pride of the Motherland) before and after the intervention. The experiment results proved the effectiveness of the implemented model in the improvement of primary schoolchildren's levels of patriotic culture components. Our findings provide teachers and methodologists with evidence for feasible and achievable targeted interventions such as implementing the systematic and purposeful pedagogical activity to foster students' patriotic culture at school.

**Keywords:** *Formation of patriotic culture, Methodological model for teaching, Patriotic education, Patriotism, Primary school, Primary schoolchildren, Pedagogical conditions.*

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## **Introduction**

The issue of fostering patriotism in citizens is being actively rethought and gaining significance in the context of modernization of the national education system and the challenges of modernity. The borders between nations are blurring in certain respects as the “global village” becomes more common, but no nation should compromise on patriotic education, which can be gained from one another, despite the fact that each nation has its own distinct situation and educational system (Badmus & Jita, 2022; Gao, 2023).

The moral attitude toward one’s country has become a pressing issue in the modern world. Fostering feelings of love for their country and respect for its valiant past in young people is particularly significant for society (Khaziyeva et al., 2023; Kilinc et al., 2023). Instilling patriotism in youth is especially significant in the current realia of the Republic of Kazakhstan, marked by the rapidly accelerating process of globalization with interconnection and interaction of various ethnicities (Kuzembayeva, 2023). The relevance of developing patriotism in students requires the identification of new psychological and methodological conditions in the changed conditions (Grevtseva et al., 2023) and necessitates a thorough examination of educational process organization by developing and testing alternative training models (Kalimullin & Masalimova, 2016).

Many studies on patriotic education tend to focus on secondary or high school students, with insufficient attention to the formative elementary school years. This leaves a critical gap in understanding how young children begin to develop national identity and civic values (Zhang & Liu, 2019). Existing research often emphasizes the content of patriotic education such as historical facts or national symbols without exploring how teaching methods affect students’ internalization of patriotic values (Kim & Park, 2020). There is a need to study pedagogical strategies tailored for younger learners. Previous literature has been criticized for presenting patriotic education as a form of indoctrination, rather than fostering critical thinking or emotional engagement (Westheimer, 2006). This fact risks reducing patriotism to passive loyalty instead of informed citizenship. Many studies are context-specific, often focusing on Western or authoritarian contexts without comparing cross-national or multicultural implementations. The lack of comparative data limits generalizability (Davies, 2008).

In this respect, it seems relevant to explore the pedagogical conditions for the patriotic culture formation in the context of primary school education. The purpose of this study is to examine the

effectiveness of a pedagogical model for fostering patriotic culture in primary schoolchildren by developing their value, behavioral, and cognitive-emotional components within the educational process. This study addresses the underexplored early educational stage by focusing specifically on elementary school students, who are at a critical period for values formation and identity development. Unlike much previous research, our study investigates how various teaching methods can effectively engage young students in patriotic learning. We propose a model of patriotic education that promotes critical thinking and emotional engagement rather than rote memorization or uncritical nationalism. By situating the research in Kazakhstani context, this study contributes to the global understanding of patriotic education practices in diverse cultural settings. Our findings can serve as a foundation for longitudinal studies and policy development aimed at integrating age-appropriate, meaningful patriotic education into early curricula.

### **Literature Review**

In the context of rapid globalization, technological advancement, and sociopolitical transformation, there is an increasing need to preserve national identity, cultural integrity, and civic responsibility, especially among the younger generation (Baikulova et al., 2024; Chigisheva, 2022; Davletbaeva et al., 2016; Gao, 2023). The weakening of national pride and social cohesion due to media-driven cultural homogenization and shifting value systems underscores the importance of strengthening patriotic education (Assyltayeva et al., 2024; Yussupova et al., 2023).

Patriotism employs “specific beliefs on a country’s superiority through shared common national symbols and affection towards the country creating a rooted nation and playing a significant role on powering up the civilian bonds and national loyalty” (Spinner-Halev & Theiss-Morse, 2003). Patriotism is a specific feeling of love for the Motherland (large and small), an activity aimed to serve the interests of the Fatherland. It is believed that patriotism cannot be taught, it can be nurtured.

Patriotic culture refers to the shared values, beliefs, and practices that foster a collective sense of national identity and emotional attachment to one's homeland. It is widely understood as a social construct shaped by cultural activity (Anderson, 2022; Berger & Luckman, 1966; Yüncü & Akgül, 2023), and as a universal cultural phenomenon (Anufrieva et al., 2020). According to Social Identity Theory (Tajfel & Turner, 1979), patriotism functions as a form of in-group loyalty, reinforcing social cohesion. Cultural Transmission Theory (Cavalli-Sforza & Feldman, 1981)

supports the notion that patriotism is passed down through generations via family, education, and media. Despite its significance, research often emphasizes patriotism in politicized contexts (Pearce, 2019; Polukhina & Vanke, 2019), with insufficient focus on its foundational, cross-cultural dimensions (Morris, 2016).

Patriotic values include national pride, civic responsibility, cultural loyalty, and moral integrity. These values are shaped through socialization, particularly in childhood (Knafo & Schwartz, 2001). Moral Development Theory (Kohlberg, 1981) explains how children's sense of justice and duty evolves, allowing them to internalize patriotic ideals. The axiological approach emphasizes the cultivation of moral and civic values as the foundation of a strong patriotic identity (Pozdnyakova & Vereshagina, 2017). As Kuzembayeva (2023) notes, love for one's family, country, and cultural roots forms the core of patriotic sentiment.

According to Sultanbaeva et al. (2019), a national emphasis on values and sociopolitical changes in the nation have brought the formation, development, personal realization, and upbringing of the patriot, citizen, and specialist to the forefront of national discourse, and the new patriotism in Kazakhstan is one of the key trends in the country's development. Ibrayeva et al. (2019) state that people's interethnic socialization within the multinational Kazakhstan led to the convergence of diverse nationalities living in one state, sharing common interests, spiritual paths, and cultural practices. These people view Kazakhstan as their Motherland, a place where various ethnic groups and faiths coexist peacefully. Patriotism, fundamentally seen as a moral feeling that is not driven by political ideology, for the majority of Kazakhstanis today, consists of a sense of pride in their motherland and history, as well as a desire to make their nation richer, stronger, and happier. However, prior research on the Kazakhstani's perceived sense of patriotism (Sharipova, 2020) identified that the level of patriotism is quite low in Kazakhstan, with many people noting that: "Patriotism is weak in our country," and "We have a low number of patriots because everyone is on his or her own."

Naida et al. (2023) consider that positive attitudes of youth for their country and active citizenship are thought to contribute to the country's advancement in politics and economic prosperity. One of the essential problems facing Kazakhstan's multiethnic and multireligious population is how to inspire patriotism in the next generation (Tolen et al., 2014). According to Nathanson (1997), culture of patriotism involves "a special affection towards one's country, defining oneself through the country, being interested in the country's welfare, and sacrificing for the sake of the country's

welfare.” According to Kaya (2021), patriotism is influenced by citizens’ cognitive values, as well as patriotic and citizenship ideas. Since Kazakhstani society and its cultural organization are influenced by current processes of market dominance, liberalization, democratization, and globalization, systemic transformations that have occurred in Kazakhstan since independence affect not only socioeconomic and stratification structures, but also moral and spiritual aspects of life (Kuzembayeva, 2023). According to Burova et al. (2022), Kazakhstan is "a very tolerant country to various foreign cultures and traditions within its deep historical socio-cultural basis". Familiarity with different lifestyles and international contacts has resulted in Kazakhstani youth preferring to pursue happiness outside the country (Mamyshev, 2022).

Patriotic education, described as a combination of patriotism and civic duty fulfillment and the application of law and order in daily activities (Lacka et al., 2021), should become a priority issue of state policy (Dombrovskaya & Poltorak, 2015). Patriotic education was addressed by many teachers and public figures of the past such as Lomonosov (1990), Belinsky (1982), Kapterev (1982), Tolstoy (1976), Ushinsky (1974), Krupskaya (1973), Sukhomlinsky (1987) and others, and understood as a systematic and purposeful pedagogical activity aimed at the formation of patriotic feelings and patriotic consciousness in schoolchildren (Belonogova et al., 2020). One of the main goals of developing patriotism in people was implying love for compatriots, language, culture, customs and traditions, high morals, love of science, hard work, and serving the motherland.

The researchers point out that it is impossible to impose or forcibly inculcate a “sense of patriotism”; this is a feeling that derives from a person’s inner convictions (Kalmanovich et al., 2016). As stated by Bizov and Lyader (2022), a modern program of patriotic education should attempt to establish a set of ideals among young people as well as cultural norms aimed at cultivating respect for their own country, that implies reaching one of its important learning outcomes – the formation of patriotic culture. Extracurricular activities are required to broaden and enhance the ideals of patriotism among schoolchildren, and their importance resides in students’ experience of independent activities. Extracurricular activities within the discipline “Cognition of the World” are based on social, spiritual, moral, and general cultural orientation. The independent educational creative activity of students under the guidance of a teacher, based on personal interests and the principle of interdisciplinary connections with such disciplines as “Literature”, “Fine Arts”, “History of Kazakhstan”, “Music”, and “Natural Science”, is especially important

(Rostovtseva, 2018). According to Pozdnyakova and Vereshagina (2017), the choice of culturological, axiological and activity approaches is justified as approaches to the formation of patriotic culture. Scholars state that the culturological approach aims to reveal cultural meaning of the knowledge of the history of the Fatherland and other similar knowledge to students. The axiological approach is aimed at understanding the meaning of values that form the content of the value component of patriotic culture.

Effective patriotic education requires purposeful pedagogical approaches that go beyond rote memorization. Constructivist theories (Vygotsky, 1978) stress the importance of social interaction and contextual learning. Experiential Learning Theory (Kolb, 1984) further supports the use of active participation such as cultural projects and historical reenactments to foster national identity. Critical pedagogy (Freire, 1970; Langeveldt et al., 2023) advocates reflective, values-based instruction to deepen understanding of civic duty. Scholars like Rostovtseva (2018) and Aseyev and Kachusov (2021) highlight the role of interdisciplinary and extracurricular activities in enhancing patriotic learning.

Patriotic education is often formalized through national curricula and educational standards. Tyler (1949) emphasized that educational purposes should reflect societal goals, guiding the organization of curriculum content, methods, and evaluation. The concept of explicitly stated learning outcomes was later formalized by Spady (1994) in Outcome-Based Education. Kazakhstan's State Mandatory Standard (Order No. 348, 2022) codifies the development of civic patriotism, interethnic tolerance, and national pride into its school curricula. National documents such as Mangilik El (2016) serve as ideological frameworks that link patriotism to long-term national goals and identity consolidation.

Elementary-aged students require developmentally appropriate content that nurtures emotional connection and identity. Developmental psychology (Erikson, 1968) emphasizes the formation of trust, autonomy, and a sense of belonging in early years. Social Learning Theory (Bandura, 1977) explains how children emulate patriotic behaviors from role models. Symbolic interactionism (Blumer, 1969) helps explain how exposure to national symbols (flags, anthems, holidays) contributes to identity formation. Scholars like Khaziyeva et al. (2023) and Kalimullina & Gaidamashko (2020) argue that patriotism should be fostered through both formal instruction and engaging, student-centered activities.

Patriotic education in primary school plays a crucial role in the early formation of national identity, moral values, and civic consciousness. Childhood is a foundational stage when basic attitudes toward society, culture, and the state are developed (Erikson, 1968; Bandura, 1977). Therefore, introducing patriotic education at the primary level is not merely preparatory but essential for long-term socialization. At this stage, children are highly receptive to symbolic, emotional, and experiential learning, which makes the teaching of patriotism most effective when it engages both intellect and emotion (Kolesova et al., 2020). The use of national stories, cultural heritage activities, and participation in collective rituals such as singing the national anthem or commemorating historical events fosters emotional attachment to the homeland and promotes the internalization of patriotic values (Zhagiparova et al., 2020).

In Kazakhstan, the implementation of patriotic culture formation in primary education responds to the challenges of multiculturalism and globalization. The “Cognition of the World” subject, part of the primary school curriculum, serves as an interdisciplinary platform for introducing concepts of civic duty, respect for national history, and appreciation of cultural diversity (Rostovtseva, 2018). Integrating patriotic education into both curricular and extracurricular activities allows for holistic development of children’s cognitive, behavioral, and emotional components of patriotism. This approach aligns with the national policy goals outlined in Mangilik El (2016), which emphasize fostering patriotism from an early age as a means of strengthening national unity and social cohesion.

Patriotic education is not merely academic; it contributes directly to the formation of moral character and civic identity. Ecological Systems Theory (Bronfenbrenner, 1979) illustrates how children are influenced by their environments – family, school, media, and society. Citizenship Socialization Theory (Niemi & Hepburn, 1995) supports the idea that formal education plays a critical role in developing civic competence and national loyalty. The holistic pedagogical approach emphasizes a blend of emotional, intellectual, and behavioral development to instill patriotism (Grevtseva et al., 2023; Bykov, 2006). Activities such as Scouting, civic ceremonies, and storytelling can strengthen internalized patriotic attitudes (Abdrashitova & Ospanova, 2009). Patriotic education remains essential for maintaining national identity in an increasingly globalized world. Yet, existing literature reveals theoretical and practical gaps in addressing how patriotism should be nurtured during the early stages of formal education. This study contributes a structured,

theory-driven framework to guide future research and pedagogical practices aimed at strengthening patriotic culture in elementary school contexts.

### **Study Aim, Research Questions, and Hypothesis**

This study aims to examine the effectiveness of a pedagogical model for fostering patriotic culture in primary schoolchildren by developing their value, behavioral, and cognitive-emotional components within the educational process. The following research question was formulated in the study:

RQ: What is the effect of the pedagogical model of patriotic culture formation on the development of primary schoolchildren's value, behavioral, and cognitive-emotional components of patriotic culture as measured by pretest and posttest assessments?

Assuming that the systematic and purposeful pedagogical activity combining various approaches to the formation of patriotic feelings and patriotic consciousness of students is required to develop the value, behavioral, and cognitive and emotional components of patriotic culture in primary schoolchildren, the following hypotheses were stated:

H0: There is no significant difference in primary schoolchildren's levels of patriotic culture (value, behavioral, and cognitive-emotional components) before and after the implementation of the model.

H1: There is a significant improvement in primary schoolchildren's levels of patriotic culture (value, behavioral, and cognitive-emotional components) after the implementation of the model compared to the pretest.

### **Methodology**

#### **Research Design**

This study used a quasi-experimental one-group pretest-posttest research design to evaluate changes in primary schoolchildren's patriotic culture development following an educational intervention. To provide theoretical and methodological support for the formation of patriotic culture in primary schoolchildren, a critical analysis of literature was conducted for building the theoretical and methodological framework and the pedagogical justification of the model of formation of the patriotic culture and its components in primary schoolchildren. To identify the



levels of patriotic culture formation in primary schoolchildren, including value, behavioral, and cognitive and emotional components, a qualimetric method (Alieva et al., 2018) was employed.

### Sample

The sample included four intact groups totaling 101 students from a Kazakh-medium primary school in Aktobe, Republic of Kazakhstan. A convenience sampling method was employed, whereby all available participants from the target population were included without the formation of new groups, allowing for ease of access and practicality in the school setting (Creswell & Creswell, 2018). As random assignment was not feasible, this design allowed for within-group comparisons over time, with students serving as their own controls (Creswell & Creswell, 2018; Campbell & Stanley, 1963).

The demographic data of participants is presented in Table 1.

**Table 1**

*Demographic Data of Student Participants*

Student Characteristic	Number	Percentage
<i>Grade</i>		
4 A	23	22.8%
4 Ә	20	19.8%
4 Б	19	18.8%
4 В	20	19.8%
4 Г	19	18.8%
<i>Gender</i>		
Male	54	53.47%
Female	47	46.53%
<i>Ethnicity</i>		
Kazakh	100	99.01%
Bashkir	1	0.99%
<i>Total participants</i>	101	100%

### Research Instrument

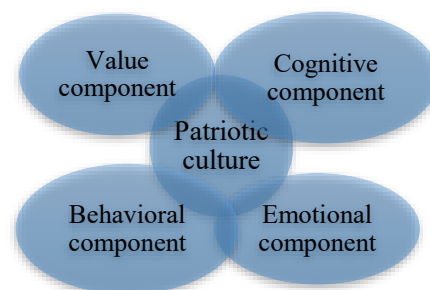
The formation of patriotic culture in primary school students was evaluated using a pretest and posttest as part of a quasi-experimental study. The Qualimetry of Patriotic Culture Development, containing 12 items, included assessing the value component (affection for the Motherland; the need of serving the Motherland; the ability to find actions for the benefit of the Motherland; the

understanding of values and importance of actions done for the benefit of the Motherland), the behavioral component (the capacity for acting patriotically both in daily-life and in extreme situations, a steady positive experience; abilities and skills of patriotic behavior; extensive participation in various activities for the benefit of the Motherland; tolerance), and the cognitive and emotional component (the knowledge of the main attributes and essence of patriotism; the capacity for backing up notions with examples from life; the interest in the history and culture of the Motherland; the feeling of love for and pride of the Motherland).

The instrument was developed in alignment with the study's objectives and age-appropriate indicators of patriotic culture. To ensure content validity, the assessment items were reviewed by a panel of subject matter experts in education and child development. The reliability testing of the qualimetry was conducted, which showed a high internal consistency with the Cronbach's alpha value of 0.83.

### **Pedagogical Conditions for Developing Patriotic Culture in Primary Schoolchildren: The Intervention of the Model of Primary Schoolchildren's Patriotic Culture Formation**

The model of formation of primary schoolchildren's patriotic culture as one of the learning outcomes of patriotic education was developed by the authors and implemented in the subject "Cognition of the world" in a Kazakh-medium school of Aktobe, the Republic of Kazakhstan. The subject "Cognition of the world" in the primary school makes it possible to activate cognitive interest of primary schoolchildren, expand their experience and create conditions for creative search and personal development and influence their emotional sphere. Implementation of these activities in an organized educational process will allow to involve the intellectual, emotional, and actions behavioral spheres of students. The formation of patriotic culture in primary schoolchildren is assumed by us as the demonstration of its value, behavioral, cognitive, and emotional components (see Fig. 1).

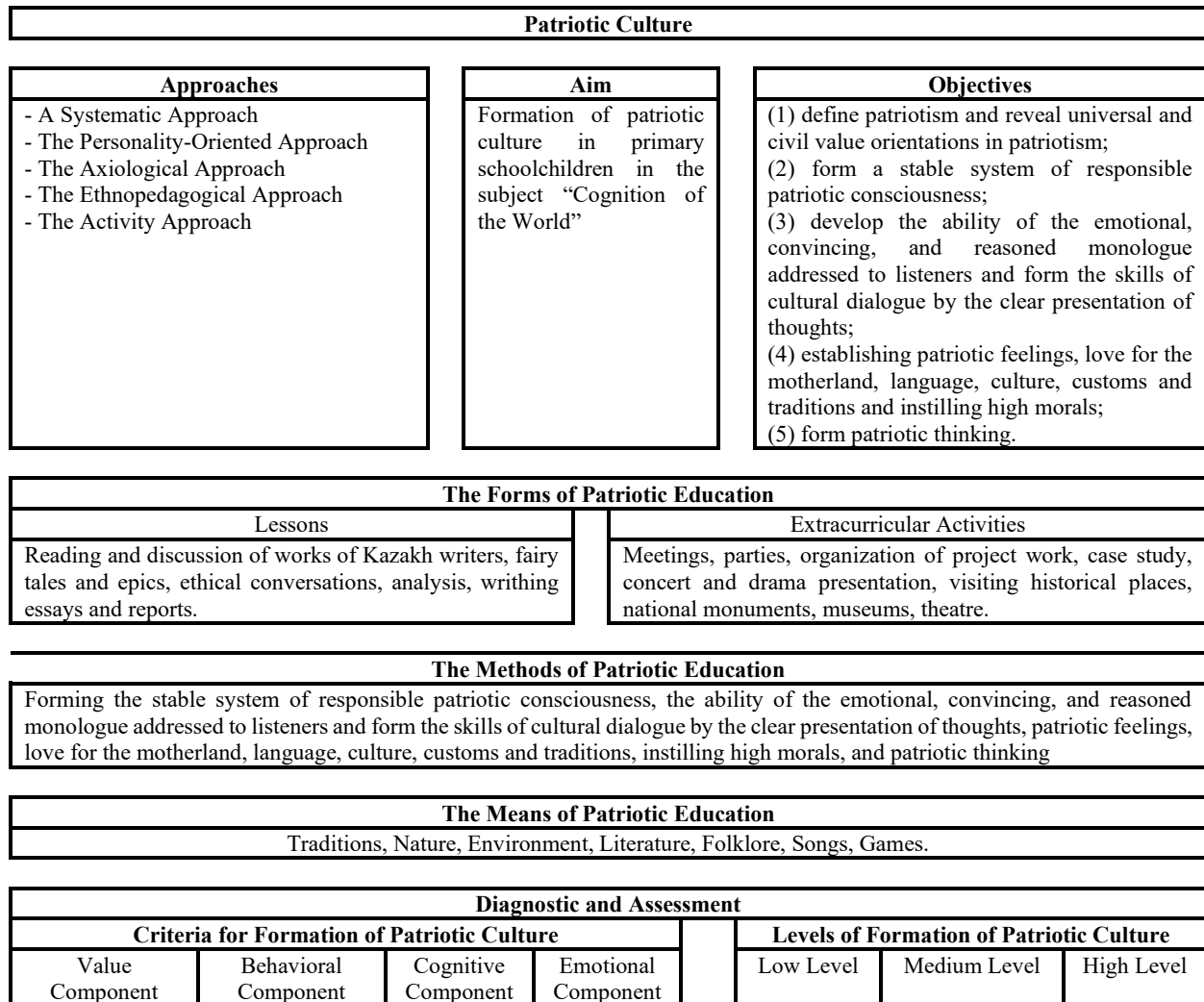


*Figure 1. The Structure of Patriotic Culture of Younger Schoolchildren*

The value component of the patriotic culture of primary schoolchildren includes honesty, kindness, duty, dignity, love for the Motherland, honor, conscience, responsibility, etc. (Pozdnyakova & Vereshagina, 2016), which, being in the form of motives for actions, is aimed at the benefit of the class, school, and country and generates public recognition and respect. The cognitive component implies the formation of knowledge about the history of the country, heroism, defenders of the Motherland and their glory, traditions of peoples. The behavioral component involves conscious participation in patriotic events and social activities (Belonogova et al., 2020). The emotional component of patriotic culture is interrelated with its other components, as the feelings of younger schoolchildren, when forming knowledge about the history of the Motherland, getting acquainted with values, and carrying out actions, do not occupy a separate place, since feelings penetrate into all the actions of students (Mazur, 2013). The formation of primary schoolchildren's patriotic culture is based on the interrelation of the systematic, personality-oriented, axiological, ethnopedagogical, and activity approaches.

A systematic approach to patriotic education aids in overcoming one-sided educational approaches by summarizing facts from several scientific domains (history, literature, culture, philosophy, pedagogy) on the concept of patriotism. One of the primary objectives to the development of patriotic culture in primary schoolchildren is the unity of the content of the system of patriotic education and the socio-cultural environment. Interaction with peers and participation in activities aimed at self-realization and satisfaction of needs is important. We believe that the natural, cultural, historical, socio-economic peculiarity of the country and region determines the selection of the content of education – the knowledge component of patriotic culture. Mastering the culture of the native land will not only allow schoolchildren to value their native land and, consequently, experience the need for patriotically oriented activities, but will also help to adapt to the nearest environment and social conditions. This goes in line with Davletbaeva et al. (2016), stating that a systematic approach necessitates taking into account three aspects of patriotic culture development: (1) the educational space of the school; (2) the educational space of the classroom; and (3) the individual personality of the child, and providing prompt psychological assistance. In line with Zeer (1997), defining the personality-oriented approach as “the emergence of spirituality of a personality, allowing them to realize natural, biological, and social nature”, the patriotic education is aimed at creating conditions for developing spiritually rich, morally stable, mentally healthy.

The axiological approach provides conditions for the people's moral personal development, the development of their value orientations in a framework of humanistic axiology, which is required for modern patriotism and citizenship. The ethnopedagogical approach views patriotic education as a social phenomenon shown in works of national culture (Davletbaeva et al., 2016) and gives a synthesis of the person's national and patriotic consciousness. This education method considers students' language context, cultural traditions, norms and values of the people. The activity approach to the patriotic culture formation is required for modeling the essential components of subject activities (goals, means, and outcomes). Due attention is paid to project activities, one of which is museum activity. The museum project is an exposition of the heritage, which implies teaching on real historical facts. The model of formation of patriotic culture in primary schoolchildren is demonstrated in Figure 2.



*Figure 2. The Model of Patriotic Culture Formation in Primary Schoolchildren in the Subject "Cognition of the World"*

A significant component of patriotic education comprises diagnosis, planning, and structuring of teaching activity, as well as the authors' implementation of the methodology of patriotic culture formation in the subject "Cognition of the World" in the setting of traditional lessons and extracurricular activities (see Table 2).

**Table 2**

*Teaching Patriotic Culture in the Subject "Cognition of the World"*

Aim	Objectives	Type of Activity	Methods
Educational	Define patriotism and reveal universal and civil value orientations in patriotism	Lesson	Conversation using examples of showing citizenship and patriotism
		Extracurricular	Case-study
	Form a stable system of responsible patriotic consciousness	Lesson	Discussion; reports
		Extracurricular	Visiting historical places, national monuments, and museums
	Develop the ability of the emotional, convincing, and reasoned monologue addressed to listeners and form the skills of cultural dialogue by the clear presentation of thoughts	Lesson	Reasoning; discussion; reports; debates
		Extracurricular	Project work
Upbringing	Establish patriotic feelings, love for the motherland, language, culture, customs and traditions and instilling high morals	Lesson	Reading works of Kazakh writers; discussing national traditions and customs; listening to folk music
		Extracurricular	Attending concerts and theatre; watching movies
Developmental	Form patriotic thinking	Lesson	Analyzing national literature; essays
		Extracurricular	Organization of concert and drama presentation

The model of patriotic culture formation in primary schoolchildren includes forms, methods, and means of education. The forms of patriotic education comprise lessons including reading and discussion of works of Kazakh writers, fairy tales and epics, ethical conversations, analysis, writhing essays and reports, and extracurricular activities such as meetings, parties, organization of project work, case study, concert and drama presentation, visiting historical places, national monuments, museums, theatre, etc. The methods of patriotic education are aimed at forming the stable system of responsible patriotic consciousness, the ability of the emotional, convincing, and reasoned monologue addressed to listeners and form the skills of cultural dialogue by the clear presentation of thoughts, patriotic feelings, love for the motherland, language, culture, customs and traditions, instilling high morals, and patriotic thinking. The means of patriotic education are traditions, nature, environment, literature, folklore, songs, games, etc.

The value, behavioral, and cognitive and emotional components of patriotic culture development in primary schoolchildren were assessed using the qualimetric method, adapted from Alieva et al. (2018), as presented in Table 3.

**Table 3***Qualimetry of Patriotic Culture Development*

Components	Points			
	4	3	2	1
<b>Value Component</b>				
Affection for the Motherland	developed	insufficiently developed	poorly developed	not developed
The need of serving the Motherland	brightly pronounced	pronounced	poorly developed	missing
The ability to find actions for the benefit of the Motherland	developed	insufficiently developed	poorly developed	not developed
The understanding of values and importance of actions done for the benefit of the Motherland	formed	partially formed	poorly formed	not formed
<b>Behavioral Component</b>				
The capacity for acting patriotically both in daily-life and in extreme situations	developed	insufficiently developed	poorly developed	not developed
A steady positive experience, abilities and skills of patriotic behavior	developed	insufficiently developed	poorly developed	not developed
Extensive participation in various activities for the benefit of the Motherland	extensive participation	participation	passive participation	non-participation
Tolerance	continuously present	present	partially present	missing
<b>Cognitive and Emotional Component</b>				
The knowledge of the main attributes and essence of patriotism	clear	insufficiently clear	unclear	no ideas
The capacity for backing up notions with examples from life	developed	insufficiently developed	poorly developed	not developed
The interest in the history and culture of the Motherland	existing	partially existing	poorly developed	missing
The feeling of love for and pride of the Motherland	developed	insufficiently developed	poorly developed	not developed

The level of primary schoolchildren's patriotic culture development was determined in accordance with the three levels (Kairgozhin et al., 2023; Kuzembayeva et al., 2023) following the criteria below:

The high level of patriotism (points 36-48) is defined as having a sufficient understanding of the essential characteristics of a patriot, accurately and consciously articulating its core beliefs, and being able to provide real-world examples of the aforementioned characteristics. They are

extremely passionate about their motherland's history and culture and proud of their mother tongue.

The medium level of patriotism (points 24-35) is characterized by students who have a solid understanding of the fundamental patriotism characteristics and who can provide very good examples of patriotism in real life. They exhibit a deep sense of responsibility as well as interest in the traditions and customs of their people. They show respect for the religion, customs, traditions, and native language.

The low level (points 12-23) of patriotism indicates the lack of patriotic orientation in students' personalities and their lack of interest in the history and culture of their country. In addition to not valuing their home tongue well enough to communicate with others, showing contempt for the history and culture of their country.

### **Data Collection and Data Analysis**

Data were collected through a pretest-posttest qualimetric assessment designed to measure the formation of patriotic culture among primary schoolchildren. Statistical methods aligned with the study's quasi-experimental design were applied to analyze the results.

Descriptive statistics were used to summarize the data, providing insight into overall trends before and after the intervention. To evaluate the effectiveness of the intervention, the Wilcoxon Signed Ranks Test, a non-parametric test suitable for related samples and not dependent on the assumption of normal distribution, was used to compare pre- and posttest scores.

## **Results**

### **Effect of the Model of Patriotic Culture Formation in the Subject "Cognition of the world" in Fostering the Primary Schoolchildren's Levels of Patriotic Culture and its Components**

The results of scoring the level of patriotic culture development in primary schoolchildren according to the developed system of assessment at pretest and posttest stages of the experiment are presented in Table 4.

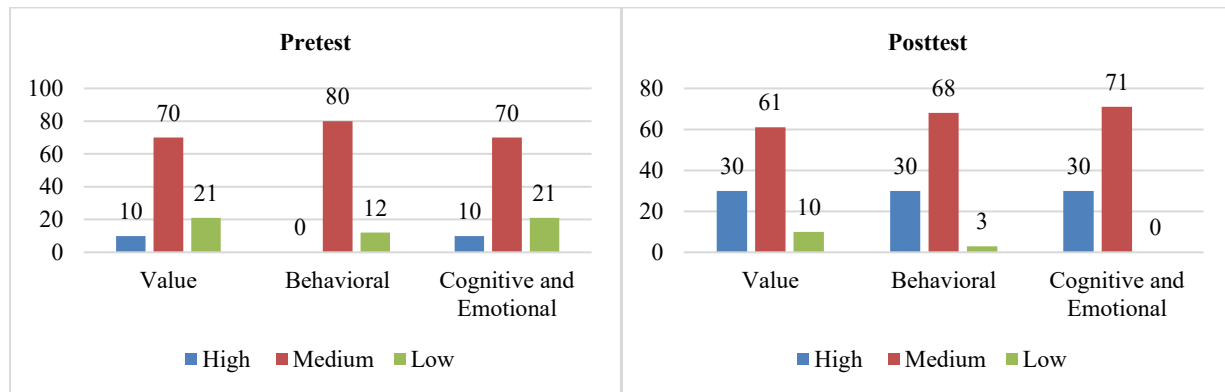
**Table 4**

*Pretest and Posttest Results of Patriotic Culture Development Levels in Primary Schoolchildren*

Stages		High level	Medium level	Low level
Pretest	n	19	54	28
	%	18.8	53.5	27.7
Posttest	n	30	62	9
	%	29.7	61.4	8.9

The table shows that the low level of patriotism is inherent in up to 30% of the primary schoolchildren at the pretest stage of the experiment, which decreases by 18.8% at the posttest stage of experiment. Whereas, the high level and the medium level of patriotic culture development of the primary schoolchildren increases by 10.9% and 7.9% respectively at the posttest stage of experiment.

The assessment results of the components of patriotic culture (value, behavioral, and cognitive and emotional) in primary schoolchildren at the pretest and posttest stages are indicated in Figure 3.



**Figure 3. The Pretest and Posttest Levels of Patriotic Culture Components Development in Primary Schoolchildren**

At the pretest stage, 10 students showed the high level of both value component and cognitive and emotional component of patriotic culture development, whereas the high level of behavioral component of patriotic culture development was noted in none of the primary schoolchildren. The overall pretest experimental results show the medium level of the development of primary schoolchildren' patriotic culture components – value (n=70), behavioral (n=80), and cognitive and emotional (n=70) components. The low level of patriotic culture development in primary schoolchildren ranges from 12 to 21 students in value (n=21), behavioral (n=12), and cognitive and emotional (n=21) components.

The posttest, conducted to assess the improvement of the levels of patriotic culture and its components in primary schoolchildren after implementing the developed Model of Patriotic Culture Formation in Primary Schoolchildren in the Subject “Cognition of the World”, resulted in the enhanced high level of value (n=30), behavioral (n=30), and cognitive and emotional (n=30) components of patriotic culture development, showing the increase by 19.8%, 29.7%, and 19.8% respectively. The low level of value (n=10), behavioral (n=3), and cognitive and emotional (n=0)



components of patriotic culture development in primary schoolchildren decreased by 10.9%, 8.9%, and 20.8% respectively.

The difference between pretest and posttest results of patriotic culture components development in primary schoolchildren was measured by the Wilcoxon Signed Ranks Test. The results of the test are presented in Table 5.

**Table 5**

*Wilcoxon Test Results for the Comparison of Pretest and Posttest Results of Patriotic Culture Components Development in Primary Schoolchildren*

Patriotic Culture Components	Ranks	Descriptive Statistics			Wilcoxon Test	
		N	Mean Rank	Sum of Ranks	Z	p
<b>Value Component</b>	Negative Ranks	0	0.00	0.00	-8.45	0.00*
	Positive Ranks	91	46.00	4186.00		
	Ties	10				
<b>Behavioral Component</b>	Negative Ranks	0	0.00	0.00	-8.36	0.00*
	Positive Ranks	91	46.00	4186.00		
	Ties	10				
<b>Cognitive and Emotional Component</b>	Negative Ranks	2	21.50	43.00	-8.10	0.00*
	Positive Ranks	86	45.03	3873.00		
	Ties	13				

Table 5 demonstrates a statistically significant difference in all patriotic culture components development in primary schoolchildren between the pretest and the posttest, proving the effectiveness of the intervention.

The results show that the null hypothesis (H0: There is no significant difference in primary schoolchildren's levels of patriotic culture (value, behavioral, and cognitive-emotional components) before and after the implementation of the model) was rejected and the alternative hypothesis (H1: There is a significant improvement in primary schoolchildren's levels of patriotic culture (value, behavioral, and cognitive-emotional components) after the implementation of the model compared to the pretest) was accepted.

### **Discussion**

The purpose of this study was to examine the effectiveness of a pedagogical model for fostering patriotic culture in primary schoolchildren by developing their value, behavioral, and cognitive-emotional components within the educational process. The findings contribute to the growing body of research emphasizing the significance of value-oriented education in the early years (Ibrayeva et al., 2019; Kolesova et al., 2020). As Ibrayeva et al. (2019) argue, the current sociopolitical and educational climate calls for a reassessment of how patriotic education is conceptualized and operationalized to reflect contemporary values while preserving national identity.

The implemented model, which integrated pedagogical conditions, learning objectives, forms of activity, and diagnostic tools, successfully addressed the value, behavioral, and cognitive-emotional components of patriotic culture. This triadic structure reflects widely accepted frameworks of patriotism education, which conceptualize it as involving not only knowledge and emotional attachment but also the internalization and enactment of national values (Pozdnyakova & Vereshagina, 2017; Mazur, 2013). The content of the value component, loyalty to the homeland, readiness to act for the nation's benefit, and understanding the significance of these values, was consistent with earlier findings that emphasize the central role of moral and civic values in fostering patriotism (Agarkov & Akimova, 2019; Belonogova et al., 2020; Enright & Toledo 2023).

The behavioral component of the model focused on promoting real-life application of patriotic values through school-based and community activities. This corresponds with research by Frolova and Belyaeva (2017), who found that active involvement in patriotic-themed projects and social engagement significantly increases students' sense of civic responsibility. The cognitive-emotional component, aimed at cultivating emotional attachment and historical-cultural awareness, also aligns with the findings of Kozlova and Simonyan (2021), who argue that patriotism must be grounded in both emotional experience and historical knowledge to be meaningful and enduring. The pretest-posttest results showed statistically significant improvements in all three components, confirming the model's effectiveness. This supports the hypothesis that structured, age-appropriate interventions can meaningfully enhance students' patriotic development. These findings are in agreement with those of Zhagiparova et al. (2020), who demonstrated that consistent exposure to national traditions and historical narratives in classroom settings strengthens students' emotional and cognitive connection to their cultural roots. Similarly, Zhambylova and Kerimbayeva (2021)

observed that including patriotic elements in everyday classroom instruction fosters a stronger identification with national identity among Kazakhstani students.

Moreover, this study substantiates the idea that early primary education is a critical period for patriotic formation, as suggested by Kolesova et al. (2020), who emphasized that moral and civic values are best internalized during early developmental stages. The positive outcomes align with international findings as well. For instance, Priyadarshika (2022) highlighted the importance of fostering national pride and cultural appreciation in early childhood education to cultivate a lifelong sense of belonging and citizenship. Likewise, Bîrzea (2013) noted that education for democratic citizenship and national identity must begin in primary schooling to be most effective. In addition, the study contributes to the growing consensus that interdisciplinary integration, embedding patriotic content within broader subjects such as “Cognition of the World”, enhances learning outcomes without isolating value education from the general curriculum (Furlong, 2015; Banks, 2008). The model’s holistic and integrative approach offers a practical framework for teachers aiming to balance academic learning with civic, moral, and emotional development.

### **Conclusion**

The conducted study explored the effectiveness of a pedagogical model for fostering patriotic culture in primary schoolchildren by developing their value, behavioral, and cognitive-emotional components within the educational process. The study results allowed us to conclude, that patriotic education is a systematic and purposeful pedagogical activity aimed at developing patriotic feelings and patriotic consciousness. Value, cognitive, behavioral, cognitive, and emotional components can be considered as criteria for fostering the patriotic culture in primary schoolchildren.

Primary school education has ample opportunities to solve the urgent social task of forming a developed sense of patriotism and civic consciousness of schoolchildren. Special selection of educational material and activities, organization of case studies and project work in the lessons of “Cognition of the world” and in extracurricular activities of primary schoolchildren positively impact the development of the value, cognitive, behavioral, cognitive, and emotional components of patriotic culture that was proved by the pretest-posttest experiment.

### Limitations and Implications

The findings of this study have to be seen in light of some limitations. The study data concerns the realia and setting of the context of Kazakhstani education. The developed pedagogical conditions for the formation of patriotic culture are to be implemented in the primary school education setting. However, the in-depth theoretical analysis of literature on the topic increases the generalisability of the results.

Despite the limitations, the study has provided a deep understanding of the concept of patriotism and its place and role in education, and offered the justified methodological support of the formation of patriotic culture in primary schoolchildren within the subject of “Cognition of the World” at school. The study results may contribute to the systematic and purposeful pedagogical activity at school to foster patriotic culture development as one of the learning outcomes of patriotic education.

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### Conflicts of Interest

The authors have no conflicts of interest to declare.

### Institutional Review Board Statement

The Ethical Committee of the K. Zhubanov Aktobe Regional University has granted approval for this study on February 22, 2023 (Ref. No. 7).

### Data Availability Statement

Data supporting this study are included within the article and/or supporting materials.

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