

**SCTMG 2023****International Scientific Conference «Social and Cultural Transformations in the Context of  
Modern Globalism»****YOUTH PATRIOTIC EDUCATION ON THE EVE AND DURING  
THE GREAT DOMESTIC WAR**

Elbuzdukaeva Tamara Umarovna (a)\*, Tufanov Evgeny Vasilievich (b),  
Karpenko Inna Nikolaevna (c)

\*Corresponding author

- (a) Chechen State University named after A.A. Kadyrov. 364024, Russia, Chechen Republic, Grozny, 32, Aslanbek Sheripov str.; Academy of Sciences of the Chechen Republic. telbuzdukaeva@mail.ru  
(b) Stavropol State Agrarian University, Head of the Department of Philosophy and History, Stavropol, 347 Mira St., 6, e.vt@mail.ru  
(c) Stavropol State Agrarian University, Head of the Department of Philosophy and History, Stavropol, 347 Mira St., 6, inna.kravchenko.1972@mail.ru

**Abstract**

The topic of patriotic education of young people is of lasting importance, especially in times of change, when there is a need for a unifying idea, accumulating the highest values of the Fatherland, and people capable of fighting for these values. Military-patriotic education of Soviet youth in the pre-war years and during the Great Patriotic War became the main direction of youth policy pursued by the Soviet state at the time in question. The theoretical basis for the military-patriotic education of young people in the USSR were the ideas developed during the civil war and the post-war international situation. The patriotic education of young people was based on the struggle against international imperialism and the military strategy of the state. In the 1930s, in patriotic education, a great role was played by national history as a science, forming citizenship and love for the motherland. Since 1934, history was taught in educational institutions, books on historical topics were published in large print runs, and a pantheon of heroes was created, including military leaders, statesmen, writers, musicians, i.e. those who glorified the Fatherland. On the ground, the patriotic education of young people took into account regional and national peculiarities, family and domestic customs and traditions. In the North Caucasus, elders were actively involved in patriotic education, speaking to young people at rallies and meetings about the need to defend their homeland.

2357-1330 © 2024 Published by European Publisher.

*Keywords:* Anti-fascist rallies, Great Patriotic War, Komsomol, patriotic education, political agitation, youth

## **1. Introduction**

Patriotic education is the core of the formation of patriotic consciousness, caused by the need to accumulate the highest values of the Fatherland in the younger generation. Fraternal friendship between the peoples of our country was of the utmost importance in strengthening the home front and the front, raising the morale of the army and the people, developing heroism at the front and in the rear (Regnerová et al., 2024; Waite, 2024). In the war against the Nazi invaders, the strength of patriotism of the multinational Soviet people was massively manifested, which shows the effectiveness of methods of military-patriotic work, which were based on the non-recognition of the enemy invasion by the overwhelming part of the Soviet people, on the feeling of common misfortune and the desire for freedom (Singh et al., 2024; Tang & Yang, 2024).

## **2. Problem Statement**

The task of the study is to identify the main trends, forms and methods of formation of patriotic consciousness of Soviet youth, ready to defend their Fatherland, to determine the place and role of state and public institutions in this process. The practical significance of the work may lie in the use of the historical experience of military-patriotic education for the development of directions and forms of state policy of patriotic education of Russian youth (Shumilina & Antsiferova, 2024). The reading of the course on the Patriotic History allows teaching in history and social studies classes, lessons of courage in the 9th and 11th grades of state budgetary general educational institutions.

## **3. Research Questions**

The object of this study is the state policy on patriotic education of youth in the USSR in wartime of 1941–1945. The subject of the study is to determine key changes of educational policy in the USSR that were induced by the war.

## **4. Purpose of the Study**

The purpose of our work is to analyse the patriotic education of young people during the Great Patriotic War.

## **5. Research Methods**

The work used the principles of historicism, systematicity and scientific objectivity, which presuppose the study of the problem of preparing young people to defend their homeland as a complex, analysing the facts in their totality and interrelation. Problem-chronological, historical-systemic, historical reconstruction and content analysis methods contributed to the objective study of youth policy on the eve of and during the Great Patriotic War.

The method of historical reconstruction allowed us to recreate the atmosphere of patriotic education for young people. Using the quantitative method of content analysis, we analysed a variety of printed texts, central Soviet newspapers, as well as scientific and political journals.

## 6. Findings

In the pre-war years, new generations of people grew up in the Soviet Union, educated in the spirit of Soviet patriotism and proletarian internationalism. The theoretical basis for the military-patriotic education of young people was the international situation, the struggle against internal and external enemies, and military construction based on class positions.

The topic of patriotic education of young people in the pre-war years and during the Great Patriotic War has been widely reflected in the scientific literature. These editions show the general ideology of the party and the state, including the military-patriotic education of the youth. The collective 12-volume work on the History of the Second World War 1939–1945 analyses the defence mass and military-patriotic work on the eve of the war (History of the Second World War 1939–1945, 1973–1982). The works of the 1990s – early 2000s trace the change in the ideology and the search for new ideas in the development of youth policy. Due to the declassification of archival materials and their availability, it became possible to show not only positive achievements, but also failures in the patriotic education of young people (Kasyanov, 1993; Krivoruchenko, 2010; Tsvetlyuk, 2005).

Modern foreign historiography explores the problems of Stalinist society in general, and youth policy in particular. The works of K. R. Browning and L. H. Siegelbaum, K. Kucher, Sh. Fitzpatrick, P. Fritzsche, I. Helbeck, et al. should be considered as a "look at the USSR from the outside". Almost all foreign authors try to equate the USSR and Hitler's Germany in terms of forms, methods, attitudes in solving certain problems, including the history of the youth movement (Browning & Siegelbaum, 2011; Fitzpatrick, 2001; Kucher, 2012).

In the pre-war years, changes were introduced into the system of patriotic education in terms of strengthening the ideological orientation associated with the formation of the "image of the enemy", the idea of "special Soviet patriotism". The militarisation of public consciousness in the pre-war years is related to this. Under these conditions, the ideological and defence mass work among the population and patriotic education oriented towards internationalism were intensified. The strengthening of patriotic education of young people in a multinational country depended on the application of ethno-cultural values, family and domestic customs and traditions. The historical and local history aspect helped to comprehend complex trends in the development of the country as a whole and the native land in particular. Therefore, historical local history was of theoretical and practical interest. In 1930, local lore as a subject began to be studied in pedagogical universities. In the same year, a decree was issued "On measures to develop local history", which stated the need to study the productive forces and natural resources, to seek additional local resources to use them in building a socialist society. The People's Commissariat of Education was instructed to introduce local history work in the country's schools. The necessity of further development of local history is also proved by the resolution adopted by the Central Committee of the All-Union Communist Party of Bolsheviks (Bolsheviks) "On curricula and regime in primary and secondary schools" (August 1932), which states the need to introduce local history lessons

into school programmes. Young people were involved in various local history societies and clubs. Lectures were held on the history of the region, on key historical facts when the peoples of the country fought against the common enemy. Traditional sports competitions were revived.

Everyday work aimed at military-patriotic education, along with victorious reports of successes on the labour and cultural front, formed the readiness to defend the conquests of socialism with arms in their hands. Participants of the revolution and the Civil War were involved in the work of patriotic education. They formed young people's confidence that defence of the socialist fatherland was a sacred duty (Berdiev, 2000).

In May 1941, the Central Committee of the All-Union Communist Party (Bolsheviks) decided to intensify military propaganda in the mass media. The Political Department of the Red Army is asked to send military propagandists to give lectures in youth auditoriums, to include the subject of military affairs in the curriculum, allocating 120 hours for its study (Grozny City Defence Committee, 2015).

At that time, Soviet propaganda indoctrinated citizens, especially young people, that the power of the Red Army was unrivalled, thus deforming and disorienting the public consciousness of the population. This disorganisation was aggravated by the non-aggression pact with Germany. The war redefined and generalised the content, forms and means of military-patriotic education. The nature of the nationwide struggle against fascism was expressed by Stalin in his radio speech on 3 July 1941. He said that the war with Nazi Germany is being fought for the freedom of the peoples of the Soviet Union; the question of life and death of the Soviet state is being decided. The most important task of the Party and State is to organise a nationwide struggle against fascism.

State and public organisations began to comprehensively justify and explain the liberating and just character of the Great Patriotic War. This activity shaped and strengthened the patriotic consciousness of the Soviet people and became the basis of the entire ideological work aimed at defeating the fascists.

The Nazi Germany's attack on the USSR was defined as "treacherous", and the war was called the Patriotic, Great, and All-People's War. These names were consonant with the feelings and sentiments of the Soviet people, their moral attitudes, peculiarities of the people's mentality and military past. Such official pronouncements made a strong impression on the army and the people and strengthened their faith in victory.

In July 1941, the Propaganda and Agitation Department of the Central Committee of the All-Union Communist Party of Bolsheviks (b) published recommendations on the need to hold lecture cycles to expose fascism, to show the goals of Nazi Germany in the war against the Soviet Union. They aimed to glorify heroic feats at the fronts, labour at the home front, to strengthen the unity of the peoples of the country in the fight against fascism (Komkov, 1983).

Sovinformbyuro at the beginning of the war issued reports on the surrender of German, Finnish, Romanian soldiers with weapons, downplayed the losses of the Red Army. Later military-patriotic education acquired adequate content of the form. Documentary evidence and memories of eyewitnesses confirm that in the minds of Soviet people there was a break in the worldview template and new realities. The Soviet people perceived the attack of Hitler's Germany as a treacherous aggression, and the actions of the Red Army as just. The war fought by the Soviet people objectively corresponded to the Russian

mentality of not giving in to foreign conquerors, the feelings of justice and salvation reinforced by the ideological propaganda of the 1920s and 1930s.

This moral and psychological basis served as the spiritual staples that united the party and the people.

The just nature of the war against the Nazi invaders increased the strength of the people, gave birth to mass heroism at the front and in the rear. It was a truly people's war that united all Soviet people. Despite the grief and hardship, hunger and death, the Soviet people united in the face of a common enemy. The spirit of patriotism and mass self-sacrifice shown by the Soviet people is unparalleled in the history of humankind. An example is the heroism of the inhabitants of Leningrad, who fought the Nazis for 900 days and nights while under siege.

The morale of young people was strengthened by military-patriotic education, the content of which was:

- i. belief in the just nature of the Soviet Union's war. The need to defend their socialist Fatherland;
- ii. the doctrine of the superiority of the socialist system where there is no exploitation, unemployment, the national question is solved, etc.;
- iii. military and revolutionary traditions based on examples of the history of the Russian people, examples of historical heroes, commanders, traditions of the Russian Guards, history of orders, combat feats of the Soviet people at the war fronts, historical traditions of the peoples of the USSR, etc.;
- iv. feats of the Red Army at the front, heroic struggle behind enemy lines, mass heroism;
- v. the military-physical training of young people, nationwide assistance for the front, participation in war loans, work in hospitals, with evacuees, etc.;
- vi. exposing the ideology and policy of fascists, its reactionary essence ideology and morality of fascists, the policy of world hegemony, the fascist policy of racial superiority. It involves talking about the atrocities of the fascist occupation, the loss of cultural values to distinguish between the concepts of "German people" and "fascists".

According to a number of researchers, at the beginning of the war, there was an increase in military-patriotic work to the detriment of ideological work. It was explained by the failure of some ideological postulates (absolutisation of the military power of the USSR, the combat potential of the Red Army, the belief that any enemy would be destroyed on its territory with "little blood"; underestimation of the enemy's strength, the erroneous opinion that resistance was growing in the enemy's rear).

In the decision of 30 June 1941 it was noted that the sacred duty of every party, Soviet, trade union and Komsomol organisation should be to mobilise all the forces of the people to defeat the enemy. It subordinated all the activities of the rear to the interests of the front, to increase industrial and agricultural production, especially oil production and refining.

These demands, coming from the directives of the Central Committee of the All-Union Communist Party of Bolsheviks and the USSR Council of People's Commissars, became the basis of party-political and agitation work among the youth of Chechnya-Ingushetia. In its letter of 12 August 1941, the Regional Committee of the All-Union Communist Party of Bolsheviks (b) proposed;

To develop Bolshevik-style broadest political work in collective farm masses, to make our agitation combative and offensive, so that the living, truthful Bolshevik word about duties of workers in the current situation would reach deep consciousness of everyone and our agitators would expose the enemy, no matter what guise he might be hiding under. (Abazatov, 1973, p. 21)

On June 25, 1941, at a meeting of the Chechen-Ingush regional committee of the All-Union Communist Party of Bolsheviks (b), the question "On the political and moral state of the population in connection with mobilisation" was discussed. It was emphasised that the attack of Nazi Germany on the Soviet Union had aroused the anger and indignation of the workers of the republic, who were "celebrating their hatred of the dastardly and insidious enemy with a new industrial upsurge". The Bureau of the regional party committee obliged the propaganda and agitation departments of the regional committee, city committees, district committees of the All-Union Communist Party of Bolsheviks (b), primary party organisations, the regional Komsomol committee, the People's Commissariat, the Department of Arts and Cinema, trade unions and other organisations to restructure propaganda and cultural and educational work in accordance with the wartime requirements. Measures were envisaged to organise mass-defence work among the population, to strengthen the protection of enterprises, collective farms, households and to maintain exemplary order among the population.

Propaganda work was organised during the construction of defensive structures around Grozny in the units. The builders were always aware of the events taking place in the country and at the front.

Messages about the heroic feats of the defenders of Moscow, Leningrad, Sevastopol, Tula, Stalingrad inspired them. Komsomol members were active agitators on the defence line. Only for 3–4 months, they held 1200 talks and readings, issued 120 battle leaflets. The well-established agitation and propaganda work in the Ordzhonikidzevsky district of Grozny gave concrete results. The workers of the district sent 1,658 parcels to the front for the New Year, collected 19,607 warm clothes for the front-line soldiers, and successfully collected clothes for the inhabitants of the districts liberated from the fascist occupiers (Abazatov, 1973).

In the autumn of 1942, close links were established between the Komsomol members of the republic and the Red Army units defending the approaches to Grozny. In a short time, the Komsomol activists of the city and districts held 56 meetings with the soldiers, travelling to the front lines. The Komsomol delegation presented the sponsored soldiers with gifts: tobacco, cigarettes, pouches, pouches, etc.

The press played an important role in party and political work. Before the front approached the territory of the Chechen-Ingush ASSR, the republic received central newspapers by subscription and for retail sale: Pravda, Izvestia, Trud, Krasny Sport, Socialist Agriculture, Literature and Art, and others.

The republican newspapers Groznensky Rabochy, Leninsky Put, Serdalo, 13 district newspapers and two factory newspapers were also published. Books, brochures and leaflets containing reports and speeches by the leaders of the Party and government, government notes, and materials from anti-fascist meetings and congresses were published. Until 1943, more than 200,000 brochures and more than 500,000 leaflets were published in Russian, Chechen and Ingush.

On the whole, in the war with the Nazi invaders, the strength of patriotism of the multinational Soviet people was manifested on a mass scale. It shows the effectiveness of the methods of military-patriotic work, which were based on the non-recognition of the enemy invasion by the overwhelming part of the Soviet people, on the feeling of common misfortune and the desire for freedom. The moral values of the Soviet people based on heroism, patriotism, courage, steadfastness, conscious discipline, readiness for self-sacrifice acquired mass scale.

Both before the war and during the war years, the policy of the imperialist aggressors and their false propaganda against peace, democracy and socialism were exposed, the horrors of fascism in the occupied territories of Europe and the USSR were shown. The Bolshevik Party explained to the workers and soldiers of the Red Army the just nature of the Great Patriotic War, the great liberating mission of the Soviet people in the war against Hitler's Germany. The truth about the difficulties that arose was not concealed from the people and the army and specific tasks were set for the entire Soviet people.

## 7. Conclusion

Young people formed the backbone of the active army. Most young people had no doubts about the rightness and sanctity of the war, none of them doubted the final victory over fascism. Many Komsomol members leaving for the front were sure of a speedy victory over the enemy. To a large extent, such faith was achieved by official propaganda, day after day telling about the indestructibility of the Red Army. Military-patriotic education of young people provided a patriotic upsurge that became the source of heroism and courage of the Soviet people during the Great Patriotic War.

## References

- Abazatov, M. A. (1973). *The Chechen-Ingush ASSR in the Great Patriotic War of the Soviet Union*. Chechen-Ingush Book Publishing House.
- Berdiev, Z. P. (2000). *Formation of mass consciousness of the Soviet people in the pre-war years (1936 – June 1941). On the materials of the KAD, ChAD, KBACCP and Ordzhonikidze Territory*. Karachaevsk Publishing House.
- Browning, K. P., & Siegelbaum, L. X. (2011). *Social Engineering. Stalin's plan to create a new man Nazi people's society. Beyond Totalitarianism. Comparative Studies of Stalinism and Nazism*. Karachaevsk Publishing House.
- Fitzpatrick, S. (2001). *Everyday Stalinism. Social History of Soviet Russia in the 30s: The City*. ROSSPAN.
- Grozny City Defence Committee. (2015). *Documents and materials*. Groznensky Rabochiy.
- Kasyanov, A. M. (1993). *Experience and lessons of the implementation of youth policy in the armed forces of the country 1918 – June 1941*. Moscow.
- Komkov, G. D. (1983). *On the ideological front of the Great Patriotic War*. Nauka.
- Krivoruchenko, V. K. (2010). *No future without history. History is the basis for the formation of patriotism*. Sotsium.
- Kucher, K. (2012). *Gorky Park. Leisure Culture in the Stalinist Era. 1928–1941*. Transl. from German. A. I. Simonov.
- Regnerová, O., Chelombitko, T., Rakityanska, L., Zaplatynska, A., Sizhuk, I., Bondar, S., & Derbak, O. (2024). Using music in ESG education. *E3S Web of Conferences*, 538, 05006. <https://doi.org/10.1051/e3sconf/202453805006>

- Shumilina, A., & Antsiferova, N. (2024). Environmental legal culture legislative consolidation methodology in the Russian Federation. *BIO Web of Conferences*, 116, 03028. <https://doi.org/10.1051/bioconf/202411603028>
- Singh, M., Joshi, M., Tyagi, K. D., & Tyagi, V. B. (2024). Future Professions in Agriculture, Medicine, Education, Fitness, Research and Development, Transport, and Communication. *Topics in Artificial Intelligence Applied to Industry 4.0*, 181-202. <https://doi.org/10.1002/9781394216147.ch10>
- Tang, L., & Yang, S. (2024). Improving Social Civilization. New Progress in Research on Perspective. *Ethics in Progress*, 15(1), 95–110.
- Tsvetlyuk, L. S. (2005). *The policy of the Communist Party and the state to attract young people to the construction of socialist society. 1917–1941*. Mysl.
- Waite, L. (2024). Global human exploitation. *The Companion to Development Studies*, 414-418. <https://doi.org/10.4324/9780429282348-83>