

Article

By Teaching Universal Values, The Logical Basis for The Formation of The Feelings of Patriotism

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Abstract: The investigation analyzes how universal human values should be included in art education to develop patriotism within student populations. After evaluating a missing aspect in pedagogical research regarding symbolic visual art in moral development the research uses qualitative interpretive methods to examine the works of French artist Honoré Daumier. Symbolic examination focusing on the oak tree symbolism enables the study to reveal how artistic symbolism delivers messages about national history and serves as an expressive tool for preserving cultural heritage and emotional toughness. When students encounter valuable symbolic artwork they develop stronger emotional ties and better moral perception and enhanced civic duty understanding. Art-based instructional methods develop aesthetic knowledge while becoming an effective medium for teaching patriotism when they explore national cultural stories. Educational curricula need to include culturally significant artworks because this approach develops emotional intelligence together with national consciousness as defined by the author. Further investigation should study how art-driven value education affects students through time when conducted in various cultural settings.

Keywords: Expressed, Priorities, Standards, Generation, Aesthetic

1. Introduction

One of the priorities of the culture of spiritual and moral and the development of mankind, the formation and enlightenment and release of world standards is one of the priorities of national standards and the development of a new generation, which meets world standards in the form of free civil society.

Indeed, this is calculated on topical issues of today's formation of the secrets of their profession, as well as the glaze of their profession. It is advisable to teach cultural heritage and development, the introduction of national traditions, IT and work with natural materials, young people, especially young people, especially young people, especially young people. In higher education, students play an important role in teaching youth in a political and emotional and aesthetic spirit, to improve and increase their appreciation and creatures as reading books, to strengthen their interests and their worldview [1], [2].

The existence and reality of the works of an artist or master have a unique spiritual impact on each person. This is where the works of artists acquire significance. Looking at the fine and applied arts of the world, one can be convinced that the wisdom of the world is hidden in every line, color and form of the works of artists.

Graphics played a significant role in the art of the 19th century. Political caricature is especially notable for its social acuteness and intensity. Daumier was one of the greatest

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representatives of political caricature in France. When mentioning the name Honore Daumier, the following famous words of the French writer André Wurmesser come to mind: "Dom is the people, its fury, its nobility, its cheerfulness, its strength, its honor." The artist-fighter Daumier found its vivid expression in the whole essence of his work, as if playing [3], [4].

Daumier, Honore Victorien (1808-1879) was a French graphic artist, painter and sculptor. From 1804 he lived in Paris [5]. He studied drawing, painting and lithography. After the revolution of 1830, he worked on critical political posters, which were very successful and became popular. His critical posters were published in large editions. He had a broad worldview, a good command of the language of images and the ability to convey his thoughts to people's hearts. His works such as "The Laundress" (1859-60), "The Third-Class Carriage" (1852-63) and "The Oak" are known throughout the world. Many artists depicted the oak. For example, I.I. Shishkin's "Oaks" is an example [6], [7].

Why did designer O. Daumier choose oak? He saw a similar tree in nature for the first time and was inspired by the idea. Based on the idea of the work, O. Daumier created a composition. He chose oak as the main character of the composition and placed it in a dynamic position in the center of the picture, since he knew the unique aspects and properties of oak well. For example, oak (oak, cloud oak) is light-loving, drought-resistant and can live for more than 1000 years. The tree is 20-25 meters high and has wide branches. The taproot penetrates to a depth of 5 meters. In terms of its health-improving effect on the environment, it surpasses other plants. Wood is a valuable raw material in aviation and shipbuilding, construction and barrel production. It is a moisture-resistant tree [8], [9], [10].

2. Materials and Methods

The research method in this article follows qualitative interpretive research methods while studying art as an instructional tool for teaching patriotism to young people through philosophical and cultural analysis. The analysis focuses on visual arts especially through the example of French artist Honoré Daumier to evaluate their ability to transmit moral and spiritual messages through symbolism. The study determines its results through a content analysis of artworks that removes deeper socio-political and emotional narratives from visual elements such as the oak tree. The oak tree functions as a cultural symbol to explain how national identity along with ancestral heritage demonstrates its enduring quality and persistent character. Through comparative analysis the authors establish correlations between historic art symbolism from the West and East while making connections to necessary education objectives in present times. The presented educational methods focus on art history teaching alongside appreciation to teach aesthetics and morality principles to students at higher education levels. The paper draws its data through visual interpretation of artworks while theoretical literature about art education methods serves as secondary confirmation. Through teaching methods the methodology helps students learn by viewing classical artworks to build emotional maturity and increase students' national awareness. The methodology develops patriotism through the transmission of universal human values using cultural inheritance and artistic representations which makes it appropriate for both varied settings and pedagogical frameworks.

3. Results

Dub is a symbol of strength, longevity, endurance, courage and greatness. In Greece, Germany and other countries, oak was dedicated to the god of thunder and was considered resistant to hail. In some countries, dub is considered the axis of the world and a natural temple. Dub is also a symbol of male strength and wisdom. The dub leaf is used as a military symbol in many countries.

When analyzing the work of O. Daumier, the elements in the work are: oak trunk, lightning, wind, river, tree roots, king of the tree. The tree trunk, which has caused many

disputes over the years, is depicted in a bent position, reminiscent of the human body [11], [12].

In fact, the artist wrote "Poor France" under the tree, which symbolically depicts the difficult situation of France. It emphasizes the need to lead the country out of poverty and helplessness. This situation, that is, this idea, can be compared to the difficult times that every person living in the world goes through.

The trunk of the house is depicted as an oak trunk, which is more than 300 years old, and the corn is depicted as an oak trunk, which is 500 years old. The reason for this was because of the ancestors who were portrayed as possessors of great spirituality and wealth. Eto oznachaet, chto ludi budut prodoljat jit s etimi kornyami eshche tysyachi let [13], [14].

We must cherish the spiritual values of our ancestors as the apple of our eye and not allow them to disappear. On this foundation, people and countries are restored. The artist depicts an oak tree resembling a human body, with one hand showing the last branch, which is about to break from a strong wind and storm. The tree branch symbolizes final salvation [15].

4. Discussion

No matter how difficult a person may find himself in a world of trials, if he can endure it, showing will and patience, he will be able to achieve his goal. Life is a struggle between good and evil. Without conflicts in the world, there would be no development and progress in life. In short, as long as there is movement in the world, there is life, and as long as there is life, there is struggle. Therefore, it is quite logical that life is a struggle. The artist, who deeply experienced the hard times of his homeland, was imbued with love for it and was able to convey his inner experiences to the people through images, calling for self-sacrifice for the sake of the homeland.

Patriotism is a life of high faith in our dear and heavenly Motherland and complete devotion to it. As a person comes to a deeper understanding of his identity and origin, his heart becomes rooted and the feeling of love for his homeland grows. The deeper these roots, the stronger the love for the land where a person was born and raised.

5. Conclusion

The study strongly demonstrates how symbolic imagery including Daumier's oak tree contributes to student development of patriotism and moral intelligence through aesthetic education programs. Studies confirm that students develop stronger emotional resilience and national consciousness together with homeland identification through arts education which presents universal elements and philosophical symbolism and national cultural topics. This research uses the symbolic representation of the oak tree to link past national identity with current educational objectives through visual metaphors. The study findings demonstrate that art education which combines value-based learning helps develop essential socio-emotional and civic competencies in future students. Such educational methods hold critical importance for higher education learners because they receive training for artistic practice and the process prepares them to become respectful citizens who value their national heritage. Further investigation is necessary to gather empirical data about these value-based art curricula effects on patriotic attitudes throughout students' time in school and across diverse educational settings.

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