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CHINESE PATRIOTIC LITERATURE IN FOSTERING NATIONAL IDENTITY AMONG STUDENTS

Nataliia RUDA^{ID}

The article examines the problem of fostering students' national identity through the study of Chinese patriotic literature. In the context of globalization and intensive socio-cultural transformations, the issue of shaping a solid worldview among young people, which combines national uniqueness and openness to intercultural dialogue, becomes particularly relevant. Literature in this regard functions as an effective tool for preserving historical memory, transmitting cultural values, and establishing patriotic ideals.

The paper analyzes a wide range of classical and modern Chinese authors whose works have made a significant contribution to the patriotic tradition. Special attention is paid to the poetry of Du Fu and Liu Yuxi, the historical novels of Luo Guanzhong and Shi Nai'an, the prose of Lu Xun, the patriotic lyrics of Guo Moruo, as well as contemporary writers such as Mo Yan, Yu Hua, and Alai. The article demonstrates that the artistic imagery of these authors contributes to the development of responsibility for the fate of the nation, cultivates courage, dignity, solidarity, and loyalty to national ideals.

Considerable attention is also devoted to the views of Chinese intellectuals and literary critics, including Chen Duxiu, Cai Yuanpei, and Xi Jinping, who emphasized the importance of literature as an instrument of spiritual and moral education. The author further highlights the relevance of these ideas for the Ukrainian educational space, arguing that the study of Chinese patriotic literature by students promotes civic engagement and strengthens national self-awareness. From a methodological perspective, the paper substantiates the effectiveness of comparative literary studies, discussions, interactive teaching methods, project-based learning, reflective practices, and digital technologies.

The article concludes that the systematic use of Chinese patriotic literature in higher education can not only broaden students' cultural horizons but also foster a strong sense of national identity, which is of vital importance for Ukrainian youth under current circumstances.

Keywords: Chinese literature, China, patriotism, national identity, culture and traditions, education, self-awareness.

ПАТРІОТИЧНА ЛІТЕРАТУРА КИТАЮ У ВИХОВАННІ НАЦІОНАЛЬНОЇ САМОСВІДОМОСТІ СТУДЕНТІВ

Наталія РУДА

У статті розглядається проблема формування національної ідентичності студентської молоді засобами патріотичної літератури Китаю. Підкреслюється, що в умовах глобалізаційних процесів та гібридних загроз питання виховання патріотизму й громадянської відповідальності серед молодого покоління набуває особливої актуальності. Література постає одним із найважливіших інструментів у цьому процесі, адже вона здатна передавати культурні коди, історичну пам'ять, морально-етичні цінності та соціальні ідеали. У статті аналізується



широкий спектр китайських літературних джерел — від класичної поезії Ду Фу й Лю Юйсі, історичних романів Ло Гуаньчжуна та Ши Найаня до творів сучасних письменників, таких як Лу Сінь, Го Можо, Мо Янь, Юй Хуа та Алай. Звертається увага на те, що патріотична література Китаю не лише відображає конкретні історичні події, але й формує універсальні моральні цінності: мужність, гідність, вірність, любов до батьківщини.

Особливий акцент зроблено на виховному потенціалі літератури у студентському середовищі. Показано, що знайомство з художніми образами національних героїв та осмислення моральних виборів персонажів сприяє розвитку відповідальності, критичного мислення та здатності до громадянської активності. Важливо, що вивчення китайської патріотичної літератури може стати ефективним засобом міжкультурного діалогу, адже воно дозволяє українським студентам не лише зрозуміти унікальність китайського досвіду, але й провести паралелі з власною історією та літературною традицією.

Методична частина статті пропонує практичні шляхи інтеграції патріотичної літератури у навчальний процес: порівняльні літературні студії, дискусії та дебати, рольові ігри й інсценізації, проєктну діяльність, написання есе, використання цифрових технологій та мультимедійних засобів. Такий підхід дозволяє поєднати інтелектуальне й емоційне сприйняття текстів, розвиває комунікативні навички студентів та формує у них усвідомлене ставлення до патріотизму як універсальної цінності.

У висновках підкреслюється, що патріотична література Китаю є багатогранним культурним і педагогічним феноменом, який може бути ефективно використаний у процесі виховання української студентської молоді. Її вивчення сприяє формуванню глибокої поваги до історії та культури іншого народу, а також водночас утвердженню власної національної ідентичності, що є особливо важливим у сучасних умовах суспільно-політичних викликів.

Ключові слова: література Китаю, Китай, патріотизм, національна свідомість, культура і традиції, виховання, самоідентифікація.

General statement of the problem and its connection with important scientific or practical tasks. In the contemporary context of globalization, the issue of cultivating national identity among youth has acquired particular significance. Today's younger generation is exposed to a multitude of cultural, informational, and social influences that can either reinforce or erode their sense of belonging to their nation. Literature has traditionally been regarded as one of the most effective tools for fostering patriotism. Artistic expression through the written word conveys historical memory, cultural codes, and moral-ethical values that shape individual identity.

The aim of this article is to analyze the potential of Chinese patriotic literature in nurturing national identity among students and to identify pedagogical approaches for its integration into modern educational practices aimed at shaping the worldview of Ukrainian youth.

Analysis of recent studies and publications that have initiated solutions to this problem. Among contemporary Ukrainian scholars, the theme of fostering patriotism, national dignity, and self-identification occupies a central place. Particular attention is devoted to such aspects as the axiological influence of contemporary adolescent literature on the formation of value orientations in middle school students (Мельникович, 2022). It has been demonstrated that through the active emotional engagement with literary plots, adolescents develop an inner core of values that includes patriotic orientations, thus highlighting the innovative role of literature in moral and civic education.

The pedagogical heritage of Western Ukraine has also been analyzed, with a focus on how literary works were integrated into the system of national and patriotic upbringing. In this context, patriotism is formed through the cultural and educational legacy of the region's educators (Лемко, 2021). Furthermore, national and patriotic education of school youth is examined as a pressing pedagogical problem, with emphasis placed on the role of literary discourse and artistic models of behavior in shaping patriotic consciousness (Buklov, 2018).

From an intercultural perspective, patriotism is interpreted as a sociocultural phenomenon (Бевз, 2024). Literature, in this regard, is understood as a medium that not only shapes civic identity but also unites generations in the face of globalization challenges. Of particular significance are recent studies addressing patriotic education of students under martial law conditions (Khamska, Polianska, & Kovalchuk, 2023). Scholars underline the importance of literature, together with cultural practices, in cultivating patriotic self-awareness, civic responsibility, and national values.

Equally relevant are arguments concerning the role of literary and artistic works in fostering in young people a sense of patriotism toward their native land (Вітичук, Кравець, 2024). Literature is thus analyzed as an integral component of spiritual culture, one that motivates youth toward civic engagement and the conscious embrace of national ideals.

Presentation of the main research material. Chinese literature, with its millennia-old history, possesses a unique tradition of expressing patriotic ideals through poetry, prose, and drama. It has served not only as an artistic phenomenon but also as a vehicle for political and moral education, transmitting national ideals across generations. Classical poets, historical novelists, and contemporary writers have embedded in their works themes of loyalty, self-sacrifice, love for the homeland, and the pursuit of justice.

A distinctive feature of Chinese patriotic literature lies in its synthesis of historical specificity with universal values. On one hand, it depicts concrete events like wars, national liberation movements, while on the other, it promotes moral principles such as dignity, courage, and national unity. This duality ensures the continued relevance of Chinese literary works in the 21st century, influencing modern readers.

For university students, engaging with such literature is a vital component of personal development. Through encounters with national heroes and reflections on complex historical events and moral dilemmas, young people learn to assume responsibility for their country's future. Patriotic literature not only enhances intellectual growth but also nurtures emotional and value-based dimensions, instilling pride in one's culture and people.

Chinese thinkers and literary critics, from Chen Duxiu (陈独秀 [Chen Duxiu], 1917) and Cai Yuanpei (李新 [Li Xin], 2011) to contemporary ideologists, have emphasized that literature must serve as an engineer of the soul. It is tasked with shaping a new generation of citizens capable of critical thought, decisive action, and unwavering loyalty to their nation. In this context, patriotic literature fulfills an educational function, combining aesthetic influence with ideological substance.

For Ukraine, the theme of patriotic education through literature is equally vital. By studying Chinese patriotic literature, Ukrainian students can recognize the universality of the struggle for independence and draw parallels with their own historical experience. Thus, Chinese literature becomes not only an object of aesthetic exploration but also a medium for intercultural dialogue and the formation of a global understanding of patriotism and national consciousness.

The cultivation of national identity through Chinese patriotic literature represents a pressing academic and pedagogical challenge. It intersects with issues of culture, history, psychology, and education, contributing to the development of well-rounded individuals with a strong sense of responsibility and love for their homeland.

A comprehensive study of Chinese literature, from antiquity to the present, reveals numerous artistic examples that glorify national culture and traditions, expressing concern for the fate of the country. For instance, Du Fu's poem *Spring View* (春望) (杜甫 [Du Fu], 2022) intertwines personal emotions with national destiny, highlighting the inseparable link between individual consciousness and national identity. Similarly, Liu Yuxi's *Inscription of a Humble Room* (陋室铭) (刘禹锡 [Liu Yuxi], 2025) emphasizes moral resilience and a commitment to public service over material comfort. These works exemplify how classical literature instilled values of honesty, modesty, and civic responsibility in younger generations.

Historical novels play a particularly significant role in shaping national identity. Luo Guanzhong's *Romance of the Three Kingdoms* (三国演义) (罗贯中 [Luo Guanzhong], 2002) portrays an era of political upheaval and power struggles, with characters such as Liu Bei, Zhuge Liang, and Guan Yu becoming symbols of loyalty, fidelity, and wisdom. In Chinese culture, the heroes of the novel embody the ideal of patriotic service to the state, while their oath of brotherhood in the Peach Garden has entered history as a paradigm of moral unity and loyalty. An analysis of this novel enables students to understand that patriotism in the Chinese tradition is inextricably linked with the virtues of personal integrity, solidarity, and the willingness to sacrifice oneself for higher ideals. For students, these figures serve as moral examples essential for patriotic education.

Shi Nai'an in his novel *Water Margin* (水浒传) (施耐庵 [Shi Naian], 2022) narrates the resistance of ordinary people against unjust authority, centering on themes of truth and dignity. This fosters an understanding of patriotism as an active civic stance.

Another important classic of patriotic literature is the poet Qu Yuan, the author of the celebrated poem *Li Sao* (离骚) (屈原 [Qu Yuan], 2025). This work became a kind of manifesto of devotion to the homeland and to the people. In the poem, the author expresses profound grief over political corruption and the decline of the state, yet at the same time emphasizes his unshakable love for his country and his aspiration to see it revived. The poet's tragic fate – taking his own life by plunging into the Miluo River – transformed him into a symbol of sacrificial patriotism. In the Chinese literary tradition, the image of Qu Yuan came to embody moral purity, spiritual integrity, and uncompromising loyalty to the homeland. His works continue to be studied as an example of how literature shapes national consciousness through the power of the artistic word.

In the 20th century, Chinese literature became a platform for shaping a new youth consciousness. Lu Xun's *Diary of a Madman* (狂人日记) (鲁迅 [Lu Xun], 2013) and *The True Story of Ah Q* (阿 Q 正传) (鲁迅 [Lu Xun], 2016) critique societal spiritual weakness and call for national renewal, directed primarily at the younger generation as agents of change. Guo Moruo's patriotic poetry during the anti-Japanese war underscores courage and resilience. These texts continue to inspire and remain valuable for instilling notions of patriotism as struggle and sacrifice.

Contemporary Chinese literature maintains patriotism as a central theme. Mo Yan's *Red Sorghum* (红高粱) (莫言 [Mo Yan], 2012) depicts the Chinese people's resistance to Japanese occupation, emphasizing unity and collective strength. Yu Hua's *To Live* (活着) (余华 [Yu Hua], 2012) portrays the human spirit's endurance amid tragedy, preserving humanity and resilience. Alai's *Red Poppies* (尘埃落定) (阿来 [Alai], 2025) and *The Empty Mountain* (空山) (阿来 [Alai], 2005) reflect on Tibet's 20th-century history, illustrating that national identity can manifest in diverse cultural forms while striving for unity and continuity. His short story *The Bees Are Flying and Circling* (群蜂飞舞) also explores this theme. As I. Khyzha (2024) notes, "In Alai's case, literary works act as catalysts of national consciousness and contribute to the affirmation of national identity among readers" (Khyzha, 2024, p. 46).

The influence of literature on youth formation has been extensively examined by Chinese intellectuals and critics. Chen Duxiu (陈独秀), founder of the journal *New Youth*, stressed the need for literature accessible to young people, aimed at cultivating individuals capable of critical thinking and civic engagement. Cai Yuanpei (蔡元培), former rector of Peking University, emphasized literature's humanistic role in fostering dignity and personal freedom. Xi Jinping (习近平), in his speeches, has repeatedly asserted that literature and art are "engineers of the soul," capable of educating youth in the spirit of patriotism and moral values. Thus, in Chinese tradition, literature is viewed as a powerful tool not only for aesthetic appreciation but also for civic and political education.

China's experience can be instructive for Ukraine. By studying Chinese patriotic literature, Ukrainian students gain insight into the universality of love for one's homeland, the struggle for freedom, and the preservation of cultural heritage. This fosters intercultural dialogue, broadens perspectives, and simultaneously highlights the uniqueness of Ukraine's literary tradition. Such comparative engagement stimulates interest in Ukrainian patriotic literature and helps cultivate pride in one's country and a sense of responsibility for its future.

Chinese patriotic literature is a multifaceted phenomenon that has, for centuries, preserved national memory and shaped civic consciousness. From the classical poetry of Du Fu and Liu Yuxi to the contemporary novels of Mo Yan, Yu Hua, and Alai, Chinese authors have created works that inspire unity, resistance, and devotion to the nation. Its influence transcends aesthetics—literature becomes a tool for moral education and the formation of value systems, demonstrating that patriotism can be both heroic and everyday.

For Ukraine, this experience holds particular relevance. In the current context of war and the struggle to preserve independence, the patriotic education of students is of utmost importance. Studying Chinese literature enables Ukrainian students to recognize shared historical experiences, reflect on the universality of patriotic values, and strengthen their own identity. Thus, Chinese patriotic literature serves not only as a cultural phenomenon but also as a powerful educational instrument. It instills in students a sense of responsibility for their country's future, fosters pride in national heritage, and inspires active civic engagement.

The integration of Chinese patriotic literature into the educational process requires methodologically grounded approaches that ensure its effectiveness in shaping students' national identity. Based on pedagogical experience and interdisciplinary analysis, several strategies can be proposed for implementation within higher education institutions.

One effective approach is the use of comparative literary analysis; wherein Chinese patriotic texts are examined alongside Ukrainian literary works. This method enables students to identify both the uniqueness and universality of national experiences, particularly in the context of struggles for independence, moral resilience, and civic responsibility. Comparative analysis fosters intercultural understanding and reinforces the notion of shared historical destinies among nations.

Structured discussions and debates around the moral choices and civic actions of literary characters contribute to the development of critical thinking and ethical reasoning. Students are encouraged to analyze the motivations and consequences of protagonists' decisions within historical and societal frameworks. This method cultivates the ability to articulate personal viewpoints, engage in respectful dialogue, and reflect on contemporary relevance.

Dialogical engagement between literary texts and present-day realities should be actively facilitated. Educators may pose reflective questions that prompt students to consider how they would act in the place of literary characters, and whether the issues addressed in the texts remain pertinent today. Such interaction deepens comprehension and personalizes the learning experience, linking literature to students' lived contexts.

Interactive pedagogical methods, such as role-playing, dramatizations, and multimedia presentations, enhance emotional involvement and cognitive assimilation. Staging excerpts from works like *Romance of the Three Kingdoms* or *Red Sorghum* allows students to experience the dramatic tension and moral dilemmas faced by characters. Creative formats support the integration of intellectual and affective domains, making the educational process more dynamic and impactful.

Incorporating insights from history, philosophy, cultural studies, and psychology into the study of Chinese patriotic literature enriches students' understanding of the texts. This interdisciplinary approach enables a holistic interpretation of literary works, situating them within broader socio-political and ethical contexts. It also reinforces the relevance of literature as a tool for civic education and identity formation.

To ensure the sustainability of these practices, it is advisable to integrate Chinese patriotic literature into the curriculum as part of broader courses on world literature, intercultural communication, or civic education. Institutional support for teacher

training, resource development, and student engagement initiatives is essential for the successful implementation of these pedagogical strategies.

These recommendations aim to strengthen the formative role of Chinese patriotic literature in higher education, contributing to the cultivation of students' national consciousness, moral integrity, and intercultural competence.

Results. Chinese patriotic literature is a multifaceted phenomenon that has, over the centuries, played a crucial role in preserving national memory and shaping civic consciousness. It combines aesthetic value with profound ideological content, serving not only as a cultural legacy but also as an effective educational tool. Its thematic richness, ranging from historical events and moral dilemmas to heroic figures, cultivates in young readers a sense of responsibility and devotion to their homeland.

In contemporary educational settings, Chinese patriotic literature offers broad methodological opportunities for fostering national identity among students. Its study promotes the development of critical thinking, emotional sensitivity, and ethical awareness. Through engagement with literary texts, students encounter universal values such as dignity, courage, and solidarity, which transcend cultural boundaries and resonate with their own national experiences.

For Ukrainian students, exploring Chinese literary works provides a deeper understanding of patriotism as both a personal and collective commitment. It encourages reflection on historical parallels, strengthens intercultural dialogue, and stimulates interest in Ukraine's own literary heritage. Comparative literary analysis reveals the shared destinies of nations and highlights the universality of the struggle for freedom and justice.

Interactive learning formats, such as dramatizations, debates, and multimedia projects, enhance the emotional and intellectual impact of literature, making the educational process more dynamic and meaningful. The integration of interdisciplinary perspectives from history, philosophy, psychology, and cultural studies further enriches students' comprehension and personal growth.

Chinese patriotic literature thus emerges not only as a source of aesthetic appreciation but also as a powerful instrument for moral and civic education. Its application in academic practice contributes to the formation of a mature national identity, grounded in historical awareness and ethical values. In the context of Ukraine's current challenges, this experience is especially relevant, offering insights into resilience, unity, and cultural continuity.

Ultimately, the study of Chinese patriotic literature inspires students to take pride in their national heritage, assume responsibility for their country's future, and engage actively in civic life. It affirms that patriotism can be expressed not only through heroic acts but also through everyday choices rooted in integrity and solidarity.

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Наталія Руда,
кандидат філологічних наук, доцент,
завідувач кафедри східних мов
Харківського національного педагогічного
університету імені Г.С. Сковороди.
Харків, Україна

Nataliia Ruda,
Candidate of Philological Science, Assistant
Professor, Head of the Oriental Languages
Department, H.S. Skovoroda Kharkiv National
Pedagogical University.
Kharkiv, Ukraine

shidna_kafedra@hnpu.edu.ua

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