

National identity as the basis for shaping patriotism in Poland

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Summary

The identity category is a crucial term describing the political and cultural relationships that occur within a given population. Identity is also a primary term for studying the essence of patriotism. This article attempts to analyze the impact of national identity on shaping patriotic attitudes, attachment to the homeland and civic activity. The publication also contains an overview of the applied solutions in Poland in the area of shaping awareness and national identity of Poles.

Keywords: identity, national identity, patriotism

The essence of national identity

Reflections on the identity can be found in various fields of science: anthropology, psychology, sociology, and philosophy. This term is also essential for the development of contemporary pedagogy.

The concept of identity was introduced in the social sciences in the 1950s by Eric Erikson, who was a psychologist referring to the post-reform tradition[16].

The term identity in the literature can be used to describe units (individual identity, unit identity, micro identity), groups, communities (group identity, collective identity, indirect identity) or globally (macro identity)[15].

From the perspective of the individual, we can recognize identity as "the entirety of physical attributes, abilities, motives, goals, attitudes, values and social roles assigned by the individual." [15].

When we analyze identity, it's important to focus on two aspects. The first one emphasizes the memory of one's past and the keen anticipation of the future, by creating a sense of continuity of existence. The second is related to the perception of otherness and concerns the awareness of the difference between the category "we" and the category "others"[5].

The family plays an essential role in shaping identity. Ties of kinship, physical and mental closeness, common genes, the same culture, religion, and language are the foundations on which we can build a human identity.

Identity is also the whole of human thoughts, the personality of a person, which also includes his emotionality, attitude and the sphere of spiritual phenomena, universal in a sense transcendent to a given people [12].

According to E. Kornacka-Skwary, national identity can be defined as a sense of separateness towards other nations, which is conditioned by national-forming factors such as national symbols, language, national colors, consciousness of origin, history of the land and its level of knowledge, civic awareness, blood ties, attitude to cultural heritage, culture and art, territory and national character[6]. As another essential element of national identity, we can also mention a religion that provides members of a community with the language, symbols, rituals, and customs associated with belonging to a given group, which facilitates expressing their own national identity[5].

No one can impose a national identity on anyone or arouse it through intentional and planned action. Love for the nation can be shaped and strengthened through the use of such activities as care for the preservation and development of the national language and the culture expressed in it, as well as activities aimed at promoting the language among the members of the nation and outside its community[7].

- Identity may also have a regional dimension. The following elements creating identity are included in the development strategy of the city of Świdnica:
- Getting to know the history of your city,
- Finding roots,
- Maintaining tradition and heritage in the spirit of the European community,
- Capture the post-war history of the town in the documentation, as well as the fate of people who, thanks to historical events, came to Świdnica,
- Affinity with leading personalities,
- Opening to the previous inhabitants of the city in a historical context and contemporary ones,
- A sense of bond with the hometown along with openness to Poland, Europe and the world[2].

According to G. Babinski, national identity is an attitude based on the awareness of having specific characteristics and the ability to assess this attitude[18].

The sense of national identity also affects the social aspects of individual development. Research carried out by E. Grozdanovska showed a positive relationship between national identity and the meaning of life, which can be justified by the fact that man as the only creature on earth has a sense of awareness of the sense of existence[3].

Stages of identity development

Erik Erikson distinguished eight steps in the development of human identity, included in Table 1.

Table 1. Stages of identity development

Stage of development	Positive pole	Negative pole	The value of (virtue) to achieve a given stage of development
Babyhood	The basic trust	Lack of confidence	Hope
Early childhood	The autonomy of the	Shame and doubt	Will
Average childhood	Developing initiative	Feelings of guilt	Firmness
Late childhood	Diligence	A sense of inferiority	Competence
Growing up	A sense of identity	Confusion of roles, identities	Fidelity, the ability to take tasks
Early adulthood	Intimacy-close relationships	Sense of isolation	Love
The average adult	Productivity	The stagnation	Concern for others
Late adulthood	EGO Integrity	Despair	The wisdom of the

Source: M. Jankowska, *Sposoby rozwiązywania kryzysów w teorii psychospołecznego rozwoju E. H. Eriksona w aspekcie rozwoju człowieka i zdrowia psychicznego oraz zaburzeń w rozwoju*, *Kwartalnik Naukowy Fides Et Ratio*, nr 4(32), 2017,s.48

In the first stage, which lasts during the infancy, the child experiences the first contacts with the closest people. A small child through contact with the environment becomes a part of a specific social group, in which there are particular rules where he gains knowledge about a given context, creates an individual image of the world and himself, and is prepared to undertake his own activities[8]. The mother plays the primary role in the aspect of forming a sense of trust. The intimacy of the relationship between her and the child is to some extent an indicator of the degree of confidence that this child will gain in interpersonal relationships in adult life[4]. The mother's role in this period is to provide the child with care, care, and fulfillment of all his needs. In this way, the child's attachment to the parent is shaped, which creates a sense of trust. The opposite is the lack of faith that makes the child avoid contact with peers, feel lonely which may translate into a sense of lower value, as well as low self-confidence. Children brought up mostly distrust of another person may have problems in interpersonal relationships in adult life. However, many research noticed that to increase the child's safety it is advisable to show a certain level of distrust. This is a specific self-preservation mechanism in relation to outsiders whose child does not know or does not know enough to be able to trust them completely.

The second stage of shaping the human identity includes according to Ericson years of early childhood (2-3 years old child). The problem discussed in this case concerns autonomy as well as shame and doubt, which in the positive situation turns into a will. At this stage, the child learns about his rights, behavior rules, duties, certain limited independence in action under the influence of relationships with the environment. And privileges. He faces what the situation in which he expects from him[4].

During this period the child shows increased activity, is more aware. By learning to walk, extension his territory and discover the world, which to some extent reduces his dependence on the mother.

It is essential that at this stage parents encourage the child to take independent activities (eating, dressing, etc.). In this way, the child develops the autonomy skills. On the other hand, continually criticizing own child, showing impatience in situations when he performs certain activities slower than an adult person, cause him to develop uncertainty, and often shame, which results in a lack of faith in child own abilities.

The third phase takes place when the child is in pre-school age, and the issue being resolved concerns the initiative and sense of guilt. During this period, the child's motor, physical and mental abilities increase. It becomes more active and exciting in the world. He is increasingly trying to explore it through his observations as well as a greater willingness to ask questions to his parents and teachers. Pre-school children are most likely to come up with their play

forms and even help parents in their daily duties. As a result of the activities undertaken, the child shapes such features as perseverance, diligence, accuracy and striving to achieve the set goals. It is essential for parents to leave the child a certain degree of freedom, so as not to reduce their level of security on the one hand, and to give them the opportunity to take their initiatives on the other. Also, they should stimulate his creativity and ability to implement his ideas. In the case of putting unjustified bans on the child, a feeling of guilt can arise in him, which will make it difficult for him to develop the value of firmness, understood as the ability to achieve goals despite the obstacles and setbacks he encounters.

In the fourth phase, the game gives way to science and the child has the task of learning diligence. At the positive pole of this phase, there is diligence, while the negative sense of inferiority.

This stage of the child passes during the school period. On the one hand, it is possible to create among children the ability to deliberate action, and on the other side to clash with the threat of a sense of inferiority. Eric Erikson recognized this phase as the most important from the development of the child's social competencies[17].

At this time, the child discovers and explores the world of social tools, learns what work is and what values flow from it. It starts the stage of school education, where many threats and dangers await him, as well as challenges and sometimes painful failures if he fails to meet the criteria of cognitive performance and imposed standards of assessment[17].

The fifth phase is associated with the stage of growing up. On two opposing poles, we have here the creation of a sense of identity as a positive value and a mix of roles. As a negative one.

In the adolescence stage, a young person is looking for his or her identity. It is a difficult period of transition between childhood and adult life on many levels of life.

The table below presents the areas related to human being entering adulthood.

Table 2. Stages of entering adulthood

Stage	Description
Quality of identity	Created during adolescence, with the individual enters the early adulthood phase. Three aspects are analyzed in this area: the intensity of identity dimensions according to the model of the dual cycle of identity formation, the status of identity and the development trajectory of changes in both dimensions and identity status.
Markers of entering adulthood	Taken twofold, i.e., from the objective side as undertaking roles typical of an adult (role of transition), and subjective as a sense of "becoming/being an adult."
Subjective conditions	The process of forming identity and "growing up" to adulthood, under which we distinguish two groups of factors. The first of these is the individual's beliefs about the course of one's own life, included in two categories: a sense of punctuality and the sense of non-stipulation of life events and related developmental tasks and the perception of the significance of turning points in their lives. Second are related to the tendency to experience shame and the moderating impact of the ability to regulate emotions, including in particular the regulation of shame experiences.
Type of social participation	Social participation is a direct effect of the character and the critical social experiences of the individual, which is a derivative of his ability to regulate basic emotions such as shame and an adaptive or maladaptive belief system about the course of one's own life.
Key social experiences	It is accumulated in the course of natural and institutional socialization processes constituting the context in which all other analyzed areas are "immersed."

Source: Own study based on: A.I. Brzezińska, T. Czub, Sz. Hejmanowski, M. Rękosiewicz, *Uwarunkowania procesu kształtowania się tożsamości w okresie przejścia z adolescencji do dorosłości, Kultura I Edukacja*, no. 3, 2012, s. 24-25

One of the dangers associated with the period of entering adulthood is the formation of the person so-called "Negative identity." It is characterized by the fact that the individual has a sense of inferiority which personifies himself with the perception of himself as a worthless person endowed with mostly negative traits. At that time, there may be a crisis of identity,

confusion of roles and lack of self-confidence. On the other hand, A young people with an acquired sense of identity shapes traits such as faithfulness and the ability to take action. The parents' role in this aspect is to build a child's sense of value to support his self-confidence.

The sixth phase is early adulthood, on one pole we deal with intimacy, on the other hand with isolation. During this period, a man tries to cross the frame of his own identity and wants to open himself up to other people. He is looking for closeness with the person he loves and trusts. Love is also understood here as the ability to love care for another human being. The aim, in this case, is to use all the previously acquired values to build a lasting marriage, raise children and fulfill specific social roles.

The seventh stage is a period of average adulthood, where on the positive pole, there is productivity, while on the negative we have stagnation. During this period, the man pays a lot of attention to his work, which in the form of ideas and projects and through teaching is passed on to future generations. If the unit does not perform work or education function, the stagnation may occur, the feeling of being unnecessary, emptiness in life. Through teaching, man shapes the essential value in himself, which is caring for another human being, for his development and good.

In the last stage, which takes place in late adulthood, people uses the knowledge, skills, and virtues gained in all previous steps. Between the positive pole representing integration and the contrary symbolizing despair, the virtue of wisdom is born. During this period, human strives to achieve his goals. All these experiences enable man to obtain the value of knowledge.

The presented Erikson theory combines both nature and upbringing through genetic processes and enables each person to undergo each phase of psychosocial and cultural development, as well as influences the formation of personality in each of the phases mentioned above by solving the child's educational and developmental problems[11]. These considerations can be summarized by stating that human identity is shaped throughout his whole life.

Identity in shaping patriotism

The issue related to the promotion of national identity, especially patriotism and love for the homeland, may be subject to conflicts of values related to different types of political beliefs[19].

The definition of patriotism in the world is not understood in the same way. According to the minister of national education in Singapore, the ideal Singaporean patriot is one whose national identity takes precedence over other ethnic and religious identities and plays an active role in national development and remains rooted in defense of the nation[1].

The identity of the Polish nation is inseparable from its history. Events such as the baptism of Poland, partitions, regaining independence or World War II have left their mark on the consciousness of Poles. For this reason, stereotypes related to the reluctance to specific nations, caused by a common difficult history, are still present in Polish society. The role of protection and strengthening of national identity has also been underlined in the National Security Strategy of the Republic of Poland, where attention is paid to the need to preserve national identity by cultivating culture and history and extracting in them the potential for development and construction of a modern state through equal access to culture, activation of social capital in order to strengthen patriotic attitudes and an active and conscious society[14]. One of the examples of actions in shaping the identity and national consciousness in Poland is the "Our Identity - Identity of the Świdnica" program implemented at the Youth Culture Center named after Mieczysław Kozar-Słobódzki in Świdnica. The primary goal of the activities carried out under the program is to educate students with a strong sense of regional and national identity and to stimulate a sense of pride and awareness of being of Świdnica citizen, as well as belonging to the community of MDK in Świdnica[10].

The pillars of the identity of contemporary Poles should also be places of remembrance about heroes, such as Katyń, Westerplatte and related events. Studies carried out in Poland indicate that the patriotism of young Poles usually has a declarative and emotional dimension and is associated with attachment to national symbolism. However, it lacks constructive and civic action[9]. This means that many people consider themselves patriots and declare their willingness to work for their homeland, but do not show any real efforts to change their country for the better.

Conclusions

Identity is an integral element of shaping the patriotism of contemporary Poles. In developing the sense of Polishness, an important role is played by the language used by a given nation, its culture and history that reminds of past and is a binder for past and future generations. For this reason, in the formation of national consciousness, it is crucial to cultivate the national tradition, and provide all Poles with equal access to culture and to involve citizens in the organization of local and state events. Patriotism can also be shaped at the local level through the promotion of regional cultural activities and the involvement of residents in initiatives aimed at developing their community. This article attempts to show the essence of national identity and its meaning in the context of patriotic education. As the quoted research results indicate, Poles are attached to their homeland and show patriotic attitudes. However, there is a lack of involvement of a more significant percentage of people for the development of civic initiatives and activities for the benefit of the fatherland. For this reason, a considerable challenge for educators is interesting young people patriotic content, to awaken in their willingness to conduct civic activities for the good of the local community and the entire homeland.

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