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LANGUAGE, IDENTITY AND PATRIOTIC EDUCATION AS TOOLS FOR DECOLONIZATION

In decolonisation processes, language, national identity and patriotic education play a key role in restoring cultural identity and shaping national consciousness. This process is particularly important in adolescence, when the foundations of personal identity are laid.

Language is not only a means of communication, but also a carrier of culture and history of a people. Under colonial rule, language was often suppressed, leading to the loss of national identity. The restoration of the native language is the first step towards real decolonisation. In Ukraine, this process is particularly relevant in the context of restoring sovereignty over temporarily occupied territories, in particular Crimea. As Kovalenko notes, the importance of language reform for national self-awareness and self-determination is particularly evident in the context of the current geopolitical situation in Ukraine [3, p. 52].

Identity is the foundation of a stable and strong nation. Under colonialism, when a foreign language is imposed as the primary instrument of governance, the national language is often suppressed or even destroyed. Restoring national identity through language is the first step towards true decolonisation. In Ukraine, an important stage of decolonisation is not only language policy, but also active support for the use of the Ukrainian language in all spheres of life, including education, science, media and public administration [2, p. 8].

Patriotic education is an integral part of the decolonisation process too. Since colonial powers sought to erase the historical memory of peoples, the restoration of patriotic education is a necessary step on the path to the full restoration of national identity. Military educational institutions play an im-

portant role in patriotic education, instilling in young people a sense of dignity, responsibility for their country, and a willingness to defend it [3, p. 53].

In Ukraine, decolonisation processes are particularly relevant due to the ongoing occupation of Crimea and part of Donbas. Important components of this decolonisation are the restoration of the Ukrainian language, accompanied by actively promoted patriotic education, as well as work to restore national identity. Language policy aimed at supporting the Ukrainian and Crimean Tatar languages is an important element in the process of reintegrating Crimea after its de-occupation. As noted by Boiko (2018), language is not only a tool for communication, but also an important element of cultural reintegration in post-conflict situations, where national minorities, in particular Crimean Tatars, require a special approach [4, p. 34], [1, p. 15].

Language, identity and patriotic education are important tools for decolonisation. Through language, a people can restore their cultural identity and national consciousness, and through patriotic education, they can strengthen national unity and ensure their ability to defend their rights and freedoms. In Ukraine, this process is actively ongoing and forms the basis for future success in the struggle for the full reintegration of Crimea and the restoration of territorial integrity.

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