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**STATE OF FORMATION OF PATRIOTIC EDUCATION IN
CHILDREN OF SENIOR PRESCHOOL AGE IN PARENTAL-
EDUCATIONAL INTERACTION**

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The article considers the definitions of the concept of "patriotic upbringing of children of senior preschool age". The structure of this concept is determined: cognitive, emotional-value, behavioral components, each of which includes elements that characterize and reveal their essence. Criteria ("perception of patriotism", "manifestation of patriotism in behavior", "desire to show patriotism") and the corresponding indicators, levels (high, average, low) of patriotic upbringing of children of senior preschool age are defined. The program of the ascertaining stage of the experiment, in order to study the state of patriotic upbringing of older preschool children in parental-educational interaction, is described.

Key words: patriotic upbringing, children of senior preschool age, parental-educational interaction, structure of patriotic upbringing.

Introduction. The current stage of development of society requires improving the content and means of realization of preschool education in Ukraine, finding new principles to improve its quality. An urgent educational problem today, starting from the preschool age of a child, is the need to educate a self-sufficient, responsible person who is able to

realize their role in the life of the state, which is not indifferent to the fate of the country and people, and in the future to be ready to protect it.

The effectiveness of preschool education is largely determined by the relationship between educators and parents. The family is the main social institution responsible for the education, upbringing and development of the child. At the same time, modern parents, not having sufficient knowledge about the specifics of scientifically appropriate education, age and individual characteristics of the child, often carry out the process of education intuitively and chaotically. That is why there is a need for conscious and responsible cooperation of parents and educators of preschool education, which allows to ensure the continuity of educational influences and create favorable conditions for the implementation of common requirements for full education, upbringing and development of children, including patriotic education.

Analysis of recent sources on the problem. Theoretical and methodological aspects of patriotic upbringing of the individual are variously revealed in the works of: I. Bekha, K. Chorna (substantiation of theoretical and methodological principles of becoming a citizen-patriot of Ukraine); K. Zhurba, I. Shkilna (problems of formation of national-cultural identity); V. Kremenya, Y. Logvynenko, V. Mateschuk (formation of national consciousness and patriotic values in the educational environment); T. Vasylevska, K. Vashchenko, I. Vilchynska, I. Dziuba, T. Ilyina, N. Moiseyuk, O. Sidorova, O. Sukhomlynska (education of the nationally conscious, patriotically oriented young generation); O. Kvas, S. Voloshina (formation of patriotic upbringing by means of museum pedagogy).

The following works are devoted to the problem of patriotic upbringing of preschool children: L. Kosynska (upbringing of preschoolers' love for their hometown); S. Teslenko (national-patriotic education of senior preschoolers); N. Borisova, I. Logvinenko, O. Tarasova, O. Khrystych,

L. Shvaika (patriotic upbringing in a preschool institution); V. Mayboroda (patriotic upbringing of preschool children by means of art) and others.

The scientific works of Franziska Cohen & Yvonne Anders, G. Jadwin, J.L. Epstein, Kumsa Megers, Wudu Melese Tarekegne, Endalkachew Woldmariam and others are relevant in the study of the essence of parent-teacher interaction.

Valuable experience of preschool education in the context of cooperation between teachers and parents is reflected in the publication of A. Rönkä, L. Turja, K. Malinen, M. Tammelin, M. Kekkonen and others, who emphasized the importance of taking into account different points of view during construction of preschool education programs.

The purpose of the article is to reveal the definition of "patriotic upbringing", its structure, criteria, indicators, levels of patriotic upbringing of children of senior preschool age, diagnostic methods and research procedures, analysis of the results of the ascertaining stage of research-experimental work on the state of patriotic upbringing of children of senior preschool age in parental-education interaction.

Presenting main material. T. Malanyuk defines the essence of patriotic upbringing as "an integral systemic quality that is characterized by the degree of formation of socially significant patriotic qualities, genetically determined and socially acquired in the process of life, the mechanism of internal value-semantic regulation of patriotic behavior and external patriotic relations" [4].

A similar opinion can be traced in the works of A. Levitskaya, who believes that "patriotic upbringing is a quality of personality, which is characterized by the presence and degree of formation of patriotic qualities that reflect knowledge and awareness of traditions, their application in everyday life" [3].

Under the patriotic upbringing of Yu. Zubtsov understands "the result of personal assimilation of national values and cultural norms, the degree of formation of national civic identity, patriotic beliefs and behavior, awareness of their actions and actions for the benefit of the people and the state, readiness to defend the Motherland" [1].

According to I. Koteneva, "the level of patriotic upbringing is a systemic characteristic of the personality, which reflects the presence and degree of formation of the corresponding qualities and habits of behavior. She believes that patriotic upbringing of the individual is an interconnected process of accumulation of patriotic knowledge and ideas, formation of patriotic feelings, values, beliefs, realization of acquired and emotionally experienced knowledge in actions and behavior" [2].

Therefore, the patriotic upbringing of children of senior preschool age is an integral dynamic personality trait that reflects feelings of love for the Motherland, people, the country, values to the family, awareness of national symbols, public holidays, traditions, historical events, prominent people of the Motherland which through the humanistic experiences of the child are embodied in their behavior.

At the heart of the patriotic upbringing of children of senior preschool age is its structure, which is represented by interrelated components. The first – the cognitive component in the structure of patriotic upbringing of children of senior preschool age characterizes the child's perception of love for the Motherland, people, country, knowledge of patriotism, family, national symbols, public holidays, traditions, historical events, prominent people of the Motherland in accordance with age peculiarities of children of senior preschool age. According to the cognitive component, the child undergoes a process of cognition, processing of obtained information as a result of education, upbringing, observation and reflection on the world around. The presence of ideas, knowledge and judgments about their

country by children of senior preschool age prevents misconceptions about patriotism.

The second – emotional-value component – determines the value attitude of the child of senior preschool age to the Motherland, to people, to the country; values of family; the child's interest in national traditions, pride in the achievements of his country. The emotional-value component is a general life attitude, which is formed in process of child's becoming. The expediency of this component is due to the fact that acquaintance with patriotism affects not only the cognitive sphere of the child, but also, passing through his emotional perception, contributes to the formation of appropriate values.

The third – behavioral component – is to show love for the Motherland, for people, for the country through actions and behavior, namely: preservation and reproduction of traditions, observance of socially useful rules in various activities, in particular, gaming; taking part in collective patriotic events. In the behavioral component, skills and abilities are formed through the acquisition of experience by the child, his involvement in various social activities, interpersonal relationships.

On the basis of a certain structure of patriotic upbringing of children of senior preschool age, due to the generalization of the works of scientists on the researched problem (I. Bekh, S. Voloshin, K. Zhurba, O. Kvas, M. Kachur, K. Chorna, I. Shkilna, etc.) It is possible to determine the criteria and indicators of patriotic upbringing of children of senior preschool age, namely: "idea of patriotism" (idea of the essence of patriotism and its components – love for the Motherland, people, country; knowledge and ideas about national symbols, public holidays; and family traditions, historical events, prominent people of the country, their rights and responsibilities); "Desire to show patriotism" (feelings of love for the Motherland, for people, for the country; values to the family; appreciation of

the history of his family, pride in the achievements of the country; positive attitude to the traditions of his people, the state language); "Manifestation of patriotism in behavior": (manifestation of love for the Motherland, for people, for the country, participation in national and family traditions, collective patriotic events; observance of socially useful rules in various activities).

According to the criteria and indicators, the levels of patriotic upbringing of children of senior preschool age are characterized, namely: high, medium, low.

In order to study the state of patriotic upbringing of children of senior preschool age we have developed a program of the ascertaining stage of the experiment.

The content of the program included the definition of the experimental base, the selection of diagnostic techniques and methods of studying the problem, identifying levels of patriotic upbringing of children of senior preschool age on the basis of established criteria and indicators.

The program of the ascertaining stage of the experiment provided for three stages: determination of the levels of patriotic upbringing of children of senior preschool age; finding out the peculiarities of the organization of purposeful work of preschool education institutions with the families of pupils; finding out the attitude of parents to patriotic upbringing and their readiness to interact with the preschool institution regarding the patriotic upbringing of children.

The program of experimental research on patriotic upbringing of children of senior preschool age included: diagnosis of levels of patriotic upbringing of children of senior preschool age on the basis of outstanding criteria and indicators; study of readiness of educators for effective patriotic education of children of senior preschool age; determining the readiness of parents to interact with the teaching staff of preschool education for the patriotic upbringing of children; implementation of joint influence of parents

and educators on the formation of patriotic upbringing of children of senior preschool age; substantiation of organizational and pedagogical conditions of patriotic upbringing of children of senior preschool age in parental-educational interaction; control check of efficiency of the carried-out work.

In the process of collecting information, we used the following research methods: the method of included observation, conversation; questionnaires for parents of children of senior preschool age and surveys of educators of senior groups.

The observational stage of the study covered 220 children of senior preschool age (including 111 children of the experimental group and 109 - control group), 18 educators of preschool education in Kyiv, Melitopol, Kherson and Dnipropetrovsk regions, 240 parents.

To implement the tasks of research work in the first direction (determining the levels of patriotic upbringing of children of senior preschool age) the following diagnostic tools were selected: didactic game "State and national symbols", conversation "Pride of the country", "Was / was not", game-exercise with situations with a certain moral and legal content, conversation "My family", blitz-poll "Achievements", conversation "Ukrainian traditions", conversation "Folk holidays", conversation "Acquisition of Ukraine", problem situations. To do this, we proceeded from the fact that each of the criteria of patriotic upbringing was presented a certain set of indicators that were further taken into account in the formulation of the author's diagnostic methods.

As a result of the diagnosis of the levels of patriotic upbringing of older preschool children, it was found that most children have low and medium levels of patriotic upbringing in almost every indicator. The obtained results on the levels of patriotic upbringing of children of senior preschool age at the ascertaining stage of the study are graphically presented in the figure.

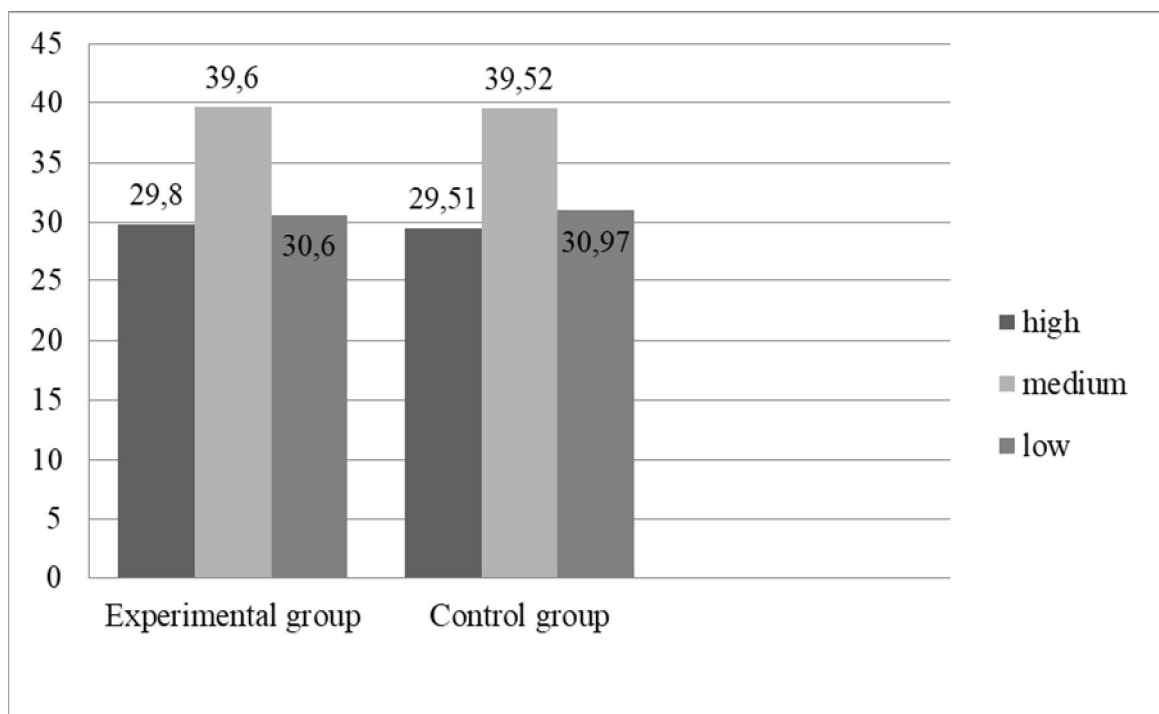


Figure 1. Levels of patriotic upbringing of older preschool children at the ascertaining stage of the study

To implement the tasks of research work in the second direction: to determine the features of the organization of purposeful work of preschool institutions with the families of pupils, a survey of educators on the interaction of parents in the patriotic upbringing of older preschool children.

The purpose of the survey was to find out the attitude of educators to the problem of patriotic upbringing of children of senior preschool age, their vision of the role of preschool education and the family in this process, the existing methodological arsenal to ensure patriotic upbringing of children in interaction with family.

Analysis of the results of the survey of educators, observation of children, analysis of annual and long-term plans of preschool institutions led to the conclusion that the main reasons for low patriotic education of children of senior preschool age are: low level of professional competence

of teachers on tasks and ways to form patriotic worldview in children of senior preschool age; despite the fact that all teachers recognize the importance of parent-educator interaction in the patriotic upbringing of children of senior school age, not all of them have a complete picture of the organization of such interaction; most educators in the educational process of preschool institutions use only traditional forms and methods of interaction with parents regarding the patriotic upbringing of children of senior preschool age.

To implement the tasks of research work in the third direction: to determine the attitude of parents to patriotic education and their willingness to interact with preschool educators in the direction of patriotic education of children, to identify family interest in developing preschoolers' ideas about Ukraine, parental surveys. The results of the survey revealed the attitude, the degree of interest of parents in working with teachers and outlined the range of problems in which parents need help.

According to the survey, a large number of parents shift the responsibility for the patriotic upbringing of the child to the educator, while not always recognizing his authority. The survey revealed that some parents are not interested in the work of the preschool institution on the problems of patriotic education. The vast majority of parents do not feel interested in communicating with the teacher and do not expect from the interaction with employees of preschool education anything significant for themselves. Responding to questions about parent meetings, respondents were divided: half of parents consider parent meetings a necessity, the rest consider this form of work important.

The need for purposeful work with parents of pupils to ensure their readiness to interact with teachers of preschool education on patriotic education of children of senior preschool age was confirmed.

Thus, after conducting the ascertaining stage of the experiment, we came to the conclusion that most children have a medium and low level of patriotic upbringing, a small percentage of children have a high level of patriotic upbringing. The vast majority of educators would like parents to be more involved in the patriotic upbringing of their children.

Conclusions. Such data indicate the need for purposeful work on patriotic education of children of senior preschool age, improving the effectiveness of interaction between parents and caregivers. Further work should be aimed at determining the organizational and pedagogical conditions of patriotic upbringing of children of senior preschool age in parent-educator interaction.

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