

## **National and Patriotic Education of Senior Preschoolers in Artistic and Speech Activity**

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**Abstract:** The article is devoted to the substantiation of the importance of the process of national and patriotic education at the stage of preschool childhood. On the basis of the analysis of scientific literature, the essence of the concept of "national and patriotic education of a senior preschooler" is revealed, the influence of artistic and speech activity on the studied phenomenon is shown. An experimental technique is described. It was implemented according to three stages (information-content, activity-creativity, evaluation-reflection); a fragment of diagnostic tasks that were used at the ascertaining and control stage of the experimental work is illustrated. The presented results of the study confirmed the possibility and effectiveness of the use of artistic and speech activity in the national and patriotic education of senior preschoolers.

**Background:** The relevance of the study is due to the growing demands of society for the formation of patriotic feelings of the personality, its nationally-conscious attitude towards the people, regardless of nationality and region of residence, the development of their civic position based on child-centrism, the preservation of the achievements of national and world culture, the priority of public and state values. The problem of national and patriotic education is widely enough covered in the works of outstanding classics of Russian pedagogy (H. Vashchenko, M. Dragomanov, O. Dukhnovich, I. Ogienko, S. Rusova, H. Skovoroda, M. Stelmakhovich, V. Sukhomlynsky, K. Ushynsky Ya. Chepiga and others), where the ideas of the nationality in the education of the patriots of their homeland are noted, the priority of which the teachers called the native language, folk traditions, customs, rituals, love for the native land.

**Materials and Methods:** In order to clarify the formation of national and patriotic education of senior preschool children, a method such as creating situations was applied.

**Results:** To acquaint the international pedagogical community with the methodology of national and patriotic education of senior preschool children by means of artistic and speech activity.

**Conclusion:** To confirm the effectiveness of the impact of artistic and speech activity on the national and patriotic education of a child of senior preschool age.

**Key Word:** national and patriotic education, senior preschoolers, forms, methods, pedagogical conditions, stages.

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### **I. INTRODUCTION**

The analysis of scientific research has shown that scientists have determined: the essence of the concepts of "national and patriotic education" (I. Bekh, O. Bykov, A. Vyshnevsky, V. Gonsky, S. Goncharenko, P. Kononenko, Yu. Rudenko, K. Chorna and others), "patriotic qualities" (V. Garniyuchuk, K. Zhurba, E. Zaredinova, V. Kyrychok, A. Korkishko, K. Chorna, etc.), "national consciousness and national identity" (I. Bekh, M. Borishevsky, P. Gnatenko, V. Krysko, L. Snegir, L. Spivak and others) the theoretical and methodological foundations of civil and patriotic education of the younger generation is substantiated (V. Kremen, Yu. Rudenko, A. Sukhomlynska, V. Ternopil'skaya, K. Chorna and others) the tasks, ways, forms and methods of national-patriotic education of preschool children are revealed (L. Artemova, A. Bogush, N. Vynogradova, N. Gavrish, L. Gubska, A. Kaplunovska, K. Krutiy, I. Lutsenko, N. Maiboroda, V. Nechaeva, T. Ponimanska, L. Shkrebtienco and others).

### **II. MATERIAL AND METHODS**

The result of national and patriotic education in preschool education institutions is national and patriotic education, which we define as an integrative property of the subject, that presupposes an emotionally positive attitude towards oneself as a person and to the Motherland, an active, responsible, conscious attitude to

the needs of one's native land, the desire to master the language as the main value of their people is the ability to recognize themselves as part of the Ukrainian people, to express themselves and self-actualize in various activities. The components of the national and patriotic education of children of senior preschool age are: information and cognitive; emotional and sensual; activity-behavioral.

Criteria for the formation of national and patriotic education of senior preschool children were chosen: cognitive, emotional-sensual, reflexive-activity with the corresponding indicators. On the basis of certain criteria and their indicators, the level of formation of the national and patriotic education of children of senior preschool age is characterized: high, sufficient, medium, low. Diagnostic tasks were developed for each indicator, which were applied both at the constitutive and final stages. Let us illustrate with an example of tasks in terms of the indicator "the child's ability to manifest national and patriotic norms in real situations."

In order to clarify the formation of a certain indicator, a method such as creating situations was applied. Let's describe them.

Situation 1. In the afternoon after an afternoon snack, the children were asked to play in a classroom. After a while, the teacher without warning turned on the recording of the national anthem (it was found out how the children reacted to what they heard: whether they stopped playing and got up from the rug).

Situation 2. During the walk, Sasha and Peter (children from the middle group, at the request of the teacher) held flags in their hands. Sasha snatched the flag from Peter and began to run away from him. Peter chased him, but could not catch up. Sasha looked at the flag and threw it to the ground. All this time, the teacher focused the child's attention on what was happening (it was found out how the children reacted to what they saw: whether they picked up flags from the ground).

Situation 3. On an excursion to the park, the teacher took the children to the viburnum and invited the children to recall what proverbs and verses they know about the viburnum. What is it associated with? Why is it so respected in Ukraine? Then (hidden from the children) she got a twig and drew the children's attention to the fact that someone apparently broke the twig of the viburnum (it was found out how the children reacted to what they saw: whether they sympathized with the viburnum, showed concern, etc.).

The results children's performance aimed at clarifying the formation of the indicator "*the child's ability to show national and patriotic values in real situations*" were determined on the basis of the assessment scale:

3 points - the child quickly reacts to the situation, shows initiative and helps the adult, shows a favorable attitude towards adults, respect for national symbols, realizes his choice of behavior in various situations, and speaks Ukrainian.

2 points - the child reacts to the situation, but not immediately, helps the adult, respects the state and national symbols, does not always realize his choice of behavior in various situations, speaks Ukrainian in any situation.

1 point - the child reacts to the situation only when he observes the reaction of other children, helps adults, does not realize his choice of behavior in various situations, does not always speak Ukrainian, depending on the situation, he can speak the language in which he was spoken to.

0 points - the child did not complete the task.

The average score for each indicator was calculated by methods of mathematical statistics by the formula [2, p. 52]:

$$X_e = \frac{\sum x m_1}{\sum m_1} \quad ; \quad X_k = \frac{\sum x m_1}{\sum m_1}$$

where  $X_e$  - the average score (experimental group)

$X_k$  - average score (control group)

$x$  - number of points

$m_1$  - number of children

$\sum m_1$  - total number of children (%)

$$\frac{3 \times 10 + 2 \times 26 + 1 \times 54 + 0 \times 10}{100} = 1,36$$

For example,

the average score of children's

awareness of traditions, holidays of the Ukrainian people, state and national symbols in the experimental group.

### III. RESULT

The results of the performance of diagnostic tasks by children in terms of the indicator "the child's ability to display national and patriotic values in real situations" are presented in Table 1.

Table 1

**The child's ability to display national and patriotic values in real situations at the ascertaining stage (%)**

Groups	Scores				
	3	2	1	0	Average score ( $X_c$ ) i ( $X_k$ )
Experimental	10	26	54	10	1, 36
Control	8	28	52	12	1, 34

Thus, all indicators were checked. On the basis of these indicators, the level of national and patriotic education of children of senior preschool age was determined: high, sufficient, medium and low.

### IV. DISCUSSION

At the forming stage, an experimental model of the national and patriotic education of children of senior preschool age in artistic and speech activity was developed, it contains three stages: information-content, activity-creativity, and evaluation-reflection. The study took into account the attitude of I. Bech on emotional experiences, because, according to the scientist, the feeling of joy when acquiring a personal property, which is embodied in a corresponding act, is comprehended, realized, and it turns into a self-pride "[1, p. 219].

Note that we identified a propaedeutic stage, which was not included in the developed model, aimed at preparing educators of older groups for the implementation of an experimental model of national-patriotic education of older preschool children in artistic and speech activities. Such forms of work as consultations, trainings, quests were carried out, where they not only received knowledge on the organization of the experiment, but also immersed themselves in the historical and cultural heritage of the Ukrainian people, particularly of Mykolaiv region. Also, educators were presented with a thematic and explanatory dictionary from national-patriotic education for children of older preschool age, works of art, folklore genres on a thematic basis (for example: "My Motherland", "National symbols", "Heroes of the Motherland", "Man is a friend to man", "My dear mother!", etc.), lesson plans, games and other forms of work with children. The puppets of boy Garbuzik and girls Voloshechka and Kalyinka were the protagonists, who introduced children to the traditions, customs of their native land, national and state symbols of Ukraine, etc., offered children interesting tasks (for example, to find plant symbols on the cards-illustrations, to name and color them, to come up with a story of the Nightingale's return to his homeland, create a collage "My flag", etc.). The leading tool at all stages of the experimental model was the artistic word. Educators were offered long-term planning of works of art and types of work with them in various types of artistic and speech activities for the national-patriotic education of older preschool children. For example, from the topic "My Motherland": right after the verse "Ukraine" by Vladimir Sosyura, children performed the articulation exercise "Soloveyichik" in musical speech activity; in pictorial speech - they drew their native land and presented their projects from their own drawings; literary and speech - they came up with their own stories about the future of Ukraine; theatrical and speech - visual and speech sketches were performed; according to the author's fairy tale "The Flying Tree" by Yuri Yarmish, in pictorial and speech - they created collages of the Rosewood and Wind and described them, literary and speech - invented their stories about the gray Nightingale and the orange Oriole; theatrical and speech - completed a quest "Sights of the hometown".

At the first, informative stage of the experimental model, older preschoolers were introduced to works of Ukrainian literature of patriotic content, from which children learned the customs and rituals of their native land, traditions, holidays, heroes of the Ukrainian people, state and national symbols. The following methods and techniques were implemented: reading and telling fairy tales, stories, poems of a patriotic orientation, conversations on the content ("My favorite holiday", "Values of my family", "Kalyna as a symbol of unity", "Favorite places of my family", etc. ), didactic games and exercises ("Get the word", "Set up a puzzle", "Describe the custom", "Get the signs for the word", "What action is this?", etc.), imitation games based on the content of the work ( "The Rosewood trip" "What is the nightingale singing about?", "The sad golden-headed willow", "Merry marigolds", etc.).

At the second stage, the activity-creative stage, they deepened the knowledge of older preschoolers on history, symbolism, customs, legends of their native land, developed the child's ability to express their feelings, control their emotions, adequately use words of national-patriotic content in speech, formed patriotic feelings (respect for state and national shrines; respect for the language, Ukrainian customs; pride in the military and labor feats of the native people). The leading form of work at the second stage was integrated classes and classes in various types of artistic and speech activities (drawing, music, fiction). At this stage, attention was

directed, in particular, to situations of success (I. Bekh, I. Efimova, V. Ilyin, L. Spirin and others), which allowed older preschool children to enjoy performing various tasks and exercises, actively participating in activities.

Among the methods and techniques at the second stage, the following were used: creative games, travel-presentations (to the Language country, Sorochin masters, Zaporozhska Sich), quest-travel (Treasures of the hometown, "Grandmother's house"); verbal commentary on the own drawings, dramatization games, didactic games, creation of a plasticine cartoon based on the content of works of a patriotic direction; such technologies as STREAM, ICT and ART were used. Note that innovative technologies have become an effective form of work with national-patriotic education. So, with the help of ICT, the children, together with the teacher, created collages, comics, new fairy tales, traveled virtually to different cities, museums in Ukraine, and came to visit famous Ukrainian artists. The use of STREAM technology influenced the development of critical thinking in older preschoolers, the ability to observe, the dialogical nature of communication in various types of artistic and speech activities.

A special place in the work with folklore material was given to proverbs and sayings, since, in our deep conviction, these small genres of folklore affect the formation of national-linguistic self-awareness in older preschool children, is the basis of the national-patriotic education of future citizens of the Ukrainian state. Methodological cards were developed for educators in accordance with the theme (for example, to the topic "My Motherland": the proverb "You cannot find your homeland abroad," "Take care of your Motherland like an eye, and it will always keep you", "A man without a homeland is like a nightingale without a song", sayings "Everyone loves their own country", "Every bird knows its nest The horse runs faster if it is the way home", "Native land is like a chest of gold") (see diagram).

At the second stage, they actively used communicative and creative situations. Let's illustrate with the examples.

1. "Guests from Poland". The child is invited to imagine that friends from Poland have come to visit her. What words will you greet them with? Tell them what you know about Ukrainian customs and traditions.

2. "Our glorious Cossacks!" A new film was shown in the multiplex, where the Cossacks took part. And the children from another group do not know who they are. Tell them about the Cossacks and their traditions.

3. "Ukrainian dishes". Orysyia and Tarasyk meet guests from Madagascar. And they want to surprise them with Ukrainian national dishes. But for some reason they were confused and could not make a menu. What advice would you give them? What national dishes will you suggest? [3, p. 38 - 39].

At the third, evaluative-reflective stage of the experimental model, real life situations were specially created in which the child would show active participation, respect for the symbols and customs of his native land, and show the ability to adhere to patriotic norms. At this stage, the following methods and techniques were implemented: modeling problematic situations ("situations of choice, situations of assessment, situations of control, competition for the best expert of Ukrainian folk songs, talk show "Top-5 of the best Ukrainian children's songs", "Top 5 favorite Ukrainian holidays"). The leading forms of work at the third stage were classes in fiction and integrated classes.

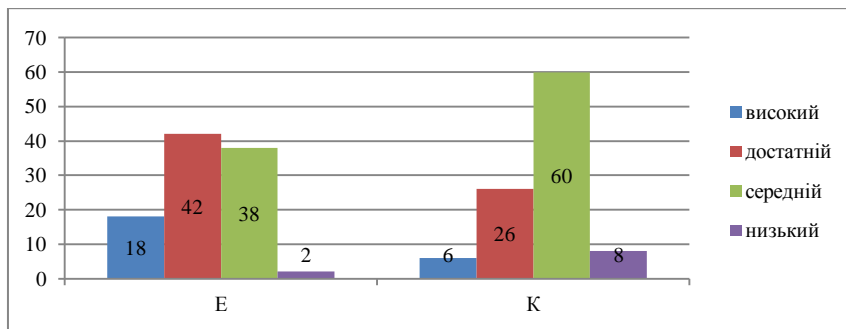
At all stages of the formative experiment, the following pedagogical conditions of national and patriotic education of children of senior preschool age were realized by means of artistic and speech activity:

- ensuring the dominance of the psycholinguistic factor in the structure of artistic and speech activity;
- creating an atmosphere of emotional and creative content of classes that stimulates the transfer of acquired knowledge into practical activity;
- the direction of methods and forms of organizing artistic and speech activities, based on the integration of various sign systems (language, literature, music, theater, visual arts) to the awareness of children of their national and patriotic behavior;
- implementation of partnership pedagogy in the national and patriotic education of a child.

The level of national and patriotic education of senior preschool children at the final stage is presented in Table 2 and the diagram.

**Table 2.**  
**The level of national and patriotic education of children of senior preschool age at the final stage (%)**

Groups	Рівні			
	High	Sufficient	Medium	Low
Experimental	18	42	38	2
Control	6	26	60	8



DIAGRAM

As the table and diagram show, at the final stage, a high level was found by 18% of children in the experimental group and 6% in the control group. A sufficient level of national and patriotic education was characterized for 42% of children in the experimental and 26% of the control groups. 38% of children in the experimental and 60% of the control groups showed a medium level, a low level was recorded in 2% and 8% of children, respectively.

## V. CONCLUSION

Thus, the results of the final stage confirmed the effectiveness of the impact of artistic and speech activity on the national and patriotic education of a child of senior preschool age.

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