

*A. Pidkaura,
Student,
O. Mykhailova,
PhD (Education), Associate Professor,
Zhytomyr Ivan Franko State University*

WAYS OF FORMATION OF NATIONAL CONSCIOUSNESS IN CHILDREN OF UPPER-KINDERGARTEN AGE BY MEANS OF ETHNOLOGY

An important condition for the formation of the foundations of a moral in content and active in form position in preschool childhood is a developed consciousness and self-awareness, in particular such structural components as the desire for recognition, an accessible age-based measure of realistic self-esteem, gender differentiation and identification, a basic idea of life perspective and temporal and spatial organization of life, awareness of one's rights and responsibilities, formation of the rudiments of conscience as an internal ethical agency.

Today, such scientists as: A. Bogush, V. Vorozhbit-Gorbatyuk, I. Baranovska, N. Borysenko, L. Vasina, I. Gazina, L. Hrytsyk, N. Lysenko, T. Mykhasyuk, V. Miroshnichenko, N. Mozgalova, S. Nagnybida, N. Pobirchenko, N. Rogalska, O. Stayenko, M. Stelmakhovich, Yu. Tuzhenkova, L. Khomych and many others.

To raise a conscious citizen and patriot means to form a complex of certain knowledge, personal qualities and character traits in a child, which is the basis of a specific way of thinking and a motivating force in everyday actions, deeds, and behavior. That is, in modern conditions of education and upbringing in kindergartens, in the work of educators, in work with parents, such work methods should be introduced that would contribute to the improvement of the national consciousness of preschoolers.

The purpose of the article is to study the peculiarities of the usage of ethnographic tools in the education of children of upper-kindergarten age.

The national component of education should most clearly be embodied in the content of educational disciplines, their methodological support, the atmosphere of educational institutions, their connection with the ethnic environment. In order for children to become a people, creators of their own destiny, it is necessary that during their studies, upbringing in the family, preschool school, secondary school, they firmly assimilated the spirituality and culture of their native people, deeply imbibed their national spirit, way of thinking and being. After all, a nation is primarily a collection of various spiritual signs and natural (biological, mental), historically determined signs of "body, soul, mind", that is, psychology, character, intelligence of a certain cultural and historical community of people. It is clear that all these qualities must be brought up in children based on the means, methods, methods, and traditions developed by the people throughout the entire historical and cultural development, that is, on the basis of Ukrainian ethnology [1, 2].

In our opinion, the wide implementation of activities using ethnology tools into the educational process of preschool institutions will allow preschoolers to understand the

wealth of national heritage, as well as in stressful and stressful conditions for children today, to relieve stress in a certain way, since participation in a national holiday or ritual is one of the effective types of psychological relaxation. In kindergartens, it is advisable to hold various holidays that reflect the content of folk customs, traditions and ceremonies. At the same time, in our opinion, the most vivid will be the holidays connected with the calendar ritual, since they vividly and richly embody all the elements of both labor and cultural and moral aspects. Examples of such events can be holidays of the winter calendar: Christmas holidays, St. Nicholas Day holiday, Christmas Eve, Generous Evening, Lightning Day, "Goat Driving", etc.; spring cycle: Epiphany, Easter, Green holidays; summer calendar: the feast of Ivan Kupala and obzhynki; of the autumn cycle: the meeting of autumn, the Intercession, etc. Such holidays are based on the active use of rites, accompanied by ritual folk songs (carols, sedrivkas, fresyankas, hayvkas, obzhinkov songs, etc.), in which, during the staged actions, the hosts are wished a good harvest, health, prosperity, etc. During such holidays, children's worldview expands, their ideas about folk customs and traditions are improved, as well as about the rites that Ukrainians - our ancestors - performed in the past, according to the folk calendar: sowing or harvesting.

Thus, the educational process in the preschool is carried out on the basis of folk customs and traditions. The use of ethnographic tools during national holidays, moral and ethical discussions, extramural trips, distance walks and excursions is necessary in order to fully instill in preschoolers a love for Ukrainian folk customs, traditions and rites.

REFERENCES

1. Базовий компонент дошкільної освіти / наук. кер. А. М. Богущ, дійсний член НАПН України, д.п.н.,проф.; авт.кол.: Богущ А.М., Беленька Г. В., Богініч О. Л. та ін. – 2012. – 26 с.
2. Закон України “Про дошкільну освіту” [електронний ресурс] /режим доступу: <http://zakon3.rada.gov.ua/laws/show/2628-14>
3. Концепція національно-патріотичного виховання молоді [електронний ресурс] – 2009. - № 3754/981/538/49
4. Богущ А. М. Мовленнєвий компонент дошкільної освіти/ А. М. Богущ. – 4-те вид. доопрац. і допов. – Х. : Ранок, 2013. – 192с. (серія «Сучасна дошкільна освіта»)
5. Ладивір С. О. Виховання гуманних почуттів у дітей/ С. О. Ладивір, О. П. Долинна, В. В. Котирло, С. Є. Кулачківська, С. П. Тищенко, О. О. Вовчик-Блакитна, Ю. О. Приходько [за наук. ред. Т. Піроженко, С. Ладивір, Ю. Манилюк]. – Тернопіль: Мандрівець, 2010. – 168с. – (Серія «Дитина замовляє розвиток»)
6. Розумне виховання сучасних дошкільнят. Метод. посібн./ Н. Гавриш, О. Брежнєва, І. Кіндрат, О. Рейпольська; за заг. ред. О. Брежнєвої. – К.: ВД «Слово», 2015. – 176с.