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CIVIC EDUCATION OF PRIMARY SCHOOL STUDENTS IN THE PEDAGOGICAL LEGACY OF V. O. SUKHOMLYNSKYI

Vasyl Olexandrovykh Sukhomlynskyi, a prominent Ukrainian educator and writer, was known for his progressive and child-centered approach to education, emphasizing emotional development, creativity, and a deep connection to nature and society. His educational philosophy, particularly relevant during times of conflict and crisis, offers valuable insights into the civic education of primary school pupils, especially in the context of the ongoing war in Ukraine [1:36]. Sukhomlynskyi's pedagogical practice can be applied to the current situation in Ukraine to help children understand and cope with the challenges of war.

Nowadays, civic education is becoming a priority area for working with children. To cherish a citizen means not only to acquaint the child with the history and culture of his native country, but first of all to form an understanding of his rights and duties in society, moral responsibility for his behavior. Responsibilities that rely on education aimed at developing talents, mental, physical abilities of the child, raising respect for parents, human rights, fundamental freedoms, cultural identity, language, values and must provide preparation for life in a free society [2: 21].

In the domestic pedagogical theory and practice, certain directions of studying the problem of civil education were determined: Research of the problem of civil education on the conceptual positions of modern philosophy of education (V. Andrushchenko, G. Deforge., H. Kalinichenko, V. Kremen, V. Ognevyuk, A. Tolstoukhov, L. Zvyagina); The study of history, formation and development of civic education (L. Krytska, V. Popluzhny, M. Ragozin, M. Stelmakhovich, etc.);

The purpose of the article is to reveal the importance of civic education of elementary school students in the pedagogical heritage of V. A. Sukhomlinskyi in today's realities of the military invasion of the Russian Federation

Civic education in Ukraine is conditioned by the process of birth of a nation. Today, taking into account the new socio-political realities in Ukraine after the Revolution of Dignity, the circumstances associated with the military invasion of Russia in Ukraine are becoming increasingly relevant to the education of the younger generation a sense of patriotism, devotion to the national cause of strengthening the country, the formation of an active civil position. The history of human development proves that the future of each state depends on how much it can provide education of spiritually mature, socially active citizens [3: 39]. And right now, just today, when our state, Ukraine began the way of building a civic-experienced society, the use of the experience of the past is valuable.

Applying V. O. Sukhomlynskyi's pedagogical practices specifically to elementary schoolchildren during the period of war in Ukraine involves adapting his educational

philosophies to meet the unique needs and developmental stages of younger learners [3:99]. The methodological significance of the pedagogical heritage of V. O. Sukhomlinskyi, which resulted in his works "How to raise a real person", "Birth of a citizen", "I give my heart to the children", contain the leading concept of "Motherland". Therefore, we can confidently say that an outstanding teacher invested a lot of effort in civic education of students. He claimed that the state begins not only with the authorities and administration, but with ourselves, or rather with the child [4, 5, 6].

In the State National Program "Education" (Ukraine of the XXI century), the laws of Ukraine "on Education", "on General Secondary Education" as strategic defined the task of education in the person of love to the Motherland, awareness of their civil relationship on the basis of national and universal spiritual values, strengthening the qualities of a citizen-patriot of Ukraine for enrichment and multiplication on this basis of cultural and creative potential of our people.

In the "Concept of civil education of the individual in the conditions of development of Ukrainian statehood" it is noted that the purpose of civil education is the formation of "a conscious citizen, a patriot, a professional, that is, a person with inherent personal qualities, with character traits, worldview and way of thinking, actions and behavior aimed at self-development and development of a democratic civil society in Ukraine".

Implementing these concepts Sukhomlynskyi's approach can be tailored by educators for elementary schoolchildren for this difficult period in the life of our country.

1. Young children need a sense of safety and routine. Schools and teachers can help by creating a stable and predictable environment, which is crucial during the uncertainties of war.

2. Sukhomlynskyi's emphasis on emotional well-being is vital. Teachers can encourage children to express their feelings through discussions, drawings, and storytelling, providing a safe space for them to share their worries and hopes.

3. While Sukhomlynskyi advocated for critical thinking, discussions about war with young children should be age-appropriate. Simple explanations about what is happening, focusing on the importance of peace and kindness, can help them understand without overwhelming them.

4. Consistent with Sukhomlynskyi's love for nature, outdoor activities and lessons that connect children with the natural world can provide a sense of calm and continuity.

5. Even at a young age, children can understand the concept of helping others and being part of a community. Activities that involve group collaboration and helping those in need can instill a sense of purpose and belonging.

6. Teaching children about their national history and cultural traditions can help them develop a sense of identity and pride, which is especially important in times of national crisis.

To summarise, in implementing these practices, it's essential for educators to be flexible and responsive to the changing needs of children in a war context, recognizing that each child may react differently and require different types of support.

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