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FORMATION OF PEDAGOGICAL CULTURE OF JUNIOR SCHOOLCHILDREN'S PARENTS BY MEANS OF UKRAINIAN ETHNOPEDAGOGY

Ukraine, as a country with a rich history, has always emphasized the preservation of national identity and cultural heritage. However, in the modern world where the influence of globalization is becoming increasingly significant, ensuring the transmission of Ukrainian cultural heritage and values to the next generation becomes a challenge. A key factor in this process is the pedagogical culture of parents of young schoolchildren, and a key tool in this context is the use of Ukrainian ethnopedagogy.

During the scientific inquiry, it has been established that issues related to parental pedagogical culture are addressed in the works of philosophers (V. L. Benin, O. S. Ponomarev, etc.); sociologists (A. I. Antonov, I. S. Kon, M. F. Yuri, etc.); psychologists (I. V. Grebennikov, V. P. Kravets, R. V. Ovcharova, S. M. Shcherbakova, etc.); acmeologists (A. O. Derkach, O. A. Dubasenyuk, N. V. Kuzmina, etc.); andragogues (O. V. Anishchenko, G. M. Laktionova, O. I. Ogienko, etc.) [1:8].

The purpose of the article is to analyze pedagogical methods and techniques aimed at shaping the pedagogical culture of parents of young schoolchildren using Ukrainian ethnopedagogical tools. To achieve this goal, research methods such as analysis of scientific literature, observation, interviews with parents and educators, and analysis of pedagogical practice were used.

The analysis of modern approaches to the upbringing and education of young schoolchildren in the context of preserving cultural heritage and national identity shows that pedagogical collaboration with parents is of particular importance. It involves active participation of parents in the upbringing and education of children, as well as the formation of pedagogical culture both for themselves and their children [2:221].

The structural-pedagogical culture of parents consists of components including psychological-pedagogical knowledge, skills in caring for younger school-age children, and the culture of pedagogical influence. Pedagogical culture of parents can manifest in various aspects, whether in a complex or in individual elements.

The main attributes of the pedagogical culture of young parents, as established, include moral, linguistic, communicative, didactic, physical, aesthetic, and ecological cultures, among others.

Moral culture is determined by parents' demands on themselves, their self-criticism, and adherence to moral norms. Linguistic culture is associated with proficiency in correct and clean language, good diction, speech expressiveness, and richness of intonations. Communicative culture is evident in the ability to gain the trust of children, build trusting relationships, friendliness in communication, and self-

control. Didactic culture is based on the ability to optimally organize the educational and upbringing process, provide necessary motivation, and master modern methods of education. Aesthetic culture is ensured by the presence of aesthetic taste, observance of ethics in communication, appearance, and home decor. Ecological culture is manifested in the ability of individuals to behave correctly in the environment and adhere to personal hygiene. Physical culture is related to a healthy lifestyle for the family.

Based on this structure, we can analyze the pedagogical culture of the family as a combination of various aspects of interaction between parents and children.

Effective and attractive tools for involving parents in active participation in the upbringing process allow the creation of Ukrainian ethnopedagogical means. One key aspect of this process is parents' awareness of the importance of preserving cultural heritage and national identity.

Pedagogical methods and techniques aimed at shaping the pedagogical culture of parents include organizing family celebrations, cultural events, participation in folklore groups, and groups studying the Ukrainian language, literature, and history. Additionally, these methods include conversations in Ukrainian at home, joint preparation of traditional Ukrainian dishes, and active participation in national holidays and religious ceremonies.

An assessment of the effectiveness of implemented methods and programs in shaping the pedagogical culture of parents of young schoolchildren is needed. Observations and interviews with parents and children show that the use of Ukrainian ethnopedagogical tools contributes to the preservation of national identity and cultural heritage [2:221].

All the above indicates that pedagogical methods and techniques aimed at shaping the pedagogical culture of parents of young schoolchildren using Ukrainian ethnopedagogical tools have great potential in preserving cultural heritage and national identity.

However, it should be noted that currently, in pedagogical science, there are few explored aspects related to the formation of the pedagogical culture of parents through the use of Ukrainian ethnopedagogy, especially in the context of folk art. Practice shows that less attention is paid to the use of folk games, children's folklore, including small folk genres such as nursery rhymes, counting rhymes, lullabies, play-songs, proverbs, sayings, tongue twisters, folk ritual and domestic songs, and even less to the use of folk toys [3:381].

The formation of pedagogical culture among the parents of junior schoolchildren through Ukrainian ethnopedagogy can play a vital role in shaping the pedagogical culture of parents, particularly in how they support and participate in their children's education.

Adapting these traditional methods to modern educational contexts is crucial. This could mean incorporating elements of Ukrainian folklore and traditions into the learning materials or school events, thereby making education a more culturally resonant experience for children and their parents. By integrating ethnopedagogical elements, children and parents can connect more deeply with their Ukrainian cultural identity. This helps in instilling cultural values and traditions in the younger generation.

Practical strategies might include storytelling sessions, traditional games, involvement in Ukrainian festivals and rituals, and the use of Ukrainian folk tales and songs in education. This not only aids in learning but also in the cultural bonding between parents and children. Creating a community around these practices can provide support and encouragement for parents and can help in the broader dissemination of these cultural values. This approach not only educates children and parents but also plays a crucial role in preserving and promoting Ukrainian cultural heritage [4:18].

Overall, the integration of Ukrainian ethnopedagogy in the pedagogical culture of parents can be a holistic and enriching approach, benefiting both the educational and cultural development of junior schoolchildren.

Therefore, the article has been based on studies of practical aspects of using Ukrainian ethnopedagogy as a means of shaping the pedagogical culture of parents and analyzed modern approaches to the upbringing and education of young schoolchildren in the context of preserving cultural heritage and national identity.

An evaluation of the effectiveness of implemented methods and programs in shaping the pedagogical culture of parents of young schoolchildren was conducted. It was also determined that folk art, as an aspect of shaping the pedagogical culture of parents through the use of Ukrainian ethnopedagogy, requires more detailed consideration and is promising for further research.

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