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PECULIARITIES OF FORMATION OF VALUE ATTITUDE TO THE MOTHERLAND IN PRESCHOOL AGE

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The article analyzes peculiarities of the formation of value attitude to the Motherland in senior preschool children. It is noted that scientific literature reveals the essence and content of the concept of "value attitudes towards the Motherland", substantiates its structure; the sensitive periods and mechanisms of formation of value attitudes towards the Motherland at different stages of ontogenesis are studied; directions of work of its formation in preschool childhood are proposed. The definition proposed describes the value attitude to the Motherland of a preschool child as a stable conscious connection of the child with the close environment, which is manifested in positive emotional experiences associated with this environment, awareness of its importance for the child and is reflected in actions aimed at its preservation and development.

In preschool age, the foundations of a value attitude towards the Motherland are laid, including positive experience of interaction with the natural and social environment, a set of positive impressions related to the place where the child lives and the people around him or her. The work on the formation of a value-based attitude to the Motherland is carried out in the following areas: accumulation of positive emotions and impressions related to the close environment; formation of a system of knowledge about the Motherland and the formation of an "image of the Motherland"; inclusion in relevant practical activities.

In order to diagnose the value attitude to the Motherland in senior preschool children we have chosen cognitive, emotional and practical criteria. The conducted research allowed us to conclude that at the end of senior preschool age most children have high and average levels of formation of the cognitive criterion of value attitude to the Motherland. A low level of formation of the cognitive criterion of value attitude to the Motherland is made up of a small number of preschoolers who irregularly attended preschool educational institutions.

Keywords: *attitude, value attitude, Motherland, image of Motherland, the cognitive criterion of value attitude to Motherland, senior preschool age.*

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ОСОБЛИВОСТІ ФОРМУВАННЯ ЦІННІСНОГО СТАВЛЕННЯ ДО БАТЬКІВЩИНИ У ДОШКІЛЬНОМУ ВІЦІ

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У статті проаналізовано особливості формування ціннісного ставлення до Батьківщини у дітей старшого дошкільного віку. Зазначено, що у науковій літературі розкрито сутність і зміст поняття "ціннісне ставлення до Батьківщини", обґрунтовано його структуру; вивчено сенситивні періоди та механізми формування ціннісного ставлення до Батьківщини на різних етапах онтогенезу; запропоновано напрями роботи з його виховання у дошкільному дитинстві. Пропонується визначення, згідно з яким ціннісне ставлення до Батьківщини дитини дошкільного віку розуміється як стійкий усвідомлений зв'язок дитини з близьким оточенням, який проявляється у позитивних емоційних переживаннях, пов'язаних з цим оточенням, усвідомленням його значущості для дитини і відображається в діях, спрямованих на його збереження і розвиток.

У дошкільному віці закладаються основи ціннісного ставлення до Батьківщини, які включають позитивний досвід взаємодії з природним і соціальним оточенням, сукупність позитивних вражень, пов'язаних з місцем, де проживає дитина та людьми, які її оточують. Робота з формування ціннісного ставлення до Батьківщини здійснюється за такими напрямками: накопичення позитивних емоцій і вражень, пов'язаних з близьким оточенням; формування системи знань про Батьківщину та формування "образу Батьківщини"; включення у відповідну практичну діяльність.

З метою діагностики ціннісного ставлення до Батьківщини в дітей старшого дошкільного віку нами обрано когнітивний, емоційно-почуттєвий та практичний критерії. Проведене дослідження дозволило зробити висновок про те, що наприкінці старшого дошкільного віку більшість дітей мають високий і середній рівні сформованості когнітивного критерію ціннісного ставлення до Батьківщини. Низький рівень сформованості когнітивного критерію ціннісного ставлення до Батьківщини складає незначна кількість дошкільників, які нерегулярно відвідували заклад дошкільної освіти.

Ключові слова: ставлення, ціннісне ставлення, Батьківщина, образ Батьківщини, когнітивний критерій ціннісного ставлення до Батьківщини, старший дошкільний вік.

Introduction of the issue. Over the past decade, the Ukrainian education system has been developing new approaches to the organization of patriotic education of children and youth: a search for new content, optimal forms and methods of patriotism education is underway. Ukrainian scholars have developed methodological foundations for patriotic education (I. Bekh, O. Vyshnevskiy, O. Sukhomlynska, K. Chorna), ways to involve children and youth in national values (I. Bekh, V. Lappo, N. Lysenko), and the formation of ethnic identification of the individual (M. Bondar, M. Boryshevskiy, V. Lappo, I. Rogalska-Yablonska, O. Stetsiuk).

In terms of the personality-oriented approach, the content of education is not so much the formation of certain personal qualities, but the formation of a system of values and value attitudes in a

growing personality, since qualities are the consequences of the social experience and stable attitudes accumulated by the personality. Based on this, the main task of patriotic education is considered to be the formation of children's value attitude towards the Motherland, the highest manifestation of which is patriotism.

Current state of the issue. Since the second half of the twentieth century scientists have conducted studies that propose the essence and content of the concepts of "value" and "value attitudes", substantiate their structure and mechanisms of formation at different age periods; suggest different classifications of values that make up the content of education; study the sensitive periods of assignment of values by a person at different stages of ontogenesis; determine the directions and methods of educating the value attitudes of a person.

In the scientific literature the concept of "attitude" is defined as a system of individual, selective, conscious connections of the individual with reality, reflecting the interdependence of the needs of the individual with the objects and phenomena of the surrounding world [3]. As we can see from the definition, the main characteristic of the concept of "attitude" is the ability of objects, phenomena of reality to meet the needs of the individual.

In the study of O. Smakula, the value attitude is interpreted as a positively colored emotional experience of the subject of his relationship with a certain object, which stems from the awareness of the ability of this object to meet certain needs of the subject [6: 8]. In the works of V. Ushmarova, the value attitude is defined as a stable selective connection of the subject with the object of the surrounding world, when this object, acting in its social meaning, acquires a personal meaning for the subject, is regarded as significant for the life of society and an individual [9: 93]. Thus, "value attitude" reflects the relationship between the needs of the subject and the qualities of the object.

The structure of the value attitude is presented in philosophy as a multi-level one: the primary layer of desires and needs of the individual, the choice of a person between focusing on the immediate goals and the long-term perspective, the realization that one's own life orientations and values are the basis for other people's assessment.

I. Bech notes that value attitude should be emotionally felt and experienced by a person, it is manifested in actions and deeds and is a regulator of personal behavior. Value attitudes are formed and realized in the process of communication and practical activity [1: 208]. Thus, the nature of value attitudes has two aspects: emotional and mental. The emotional aspect reflects a person's subjective emotional connection with surrounding objects, phenomena, and people, while the mental aspect makes these images conscious.

In dictionaries the Motherland is defined as the country where a person was born and of which he or she is a citizen. Since ancient times, the value of the Motherland has been defined as a universal value which emphasizes its sole social function, purpose, content, and focus of education. In philosophy, it is suggested to consider the value attitude in unity with the value and ethical assessment. Value attitude helps to determine how significant an object is for the subject (i.e., to determine its value); evaluation allows to translate the results of the attitude into the intellectual plane. Thus, a child should feel the significance of the Motherland on an emotional level and comprehend / evaluate it as value.

The image of the Motherland is formed from birth, and each person has a different one. National traditions, customs, culture, language – all this influences the child, shapes his or her worldview and understanding of the value of the Motherland. For a young child, the image of the Motherland is concrete and tangible: it is associated with the home, the area where the child lives, and the people around him or her. The image of the homeland is intertwined with the impressions and feelings experienced by a child during his or her childhood. Thus, it is possible to argue about the emotional basis of the value attitude to the Motherland. It is also necessary to emphasize the peculiarity of preschoolers' understanding of the concept of "Motherland". The Motherland in the child's understanding is closely connected with a specific idea of what is dear and close to the child, that is, with love for parents and other emotionally close people, their home, the surrounding nature, toys, songs, artistic words, and what brings them joy.

Taking into account the results of scientific research, we will try to present our own definition of the concept of "value attitude towards the preschool child's homeland" as a stable conscious connection of the child with the close environment (family, surrounding people, home, kindergarten, city / village), which

is manifested in positive emotional experiences associated with this environment, awareness of its importance for the child and is reflected in actions aimed at its preservation and development".

Based on this, the formation of a value-based attitude towards the Motherland requires work in the following areas:

- accumulation of positive emotions and impressions related to the close environment;
- formation of a system of knowledge about the Motherland and the formation of an "image of the Motherland";
- involvement in relevant practical activities.

Highlighting communication as the main type of activity that ensures the formation of value attitudes suggests that the education of a system of values is carried out by involving the child in the values of an adult, and not only by informing / imposing certain values.

Depending on the depth of reflection of the image of the Motherland in the child's mind, O. Vyshnevsky identified the stages of national self-awareness. In preschool age, a child is at the stage of early ethnic and territorial self-awareness, which is the basis of patriotism. At this stage, preschoolers gain empirical knowledge about their homeland, its history, culture, traditions and customs. They take part in folk festivals (caroling, painting Easter eggs, etc.), which ensures the accumulation of positive life impressions and social experience. Later, during their school years, students go through the stages of national and political awareness and national and political formation, when they acquire scientific knowledge about the history and development of Ukrainian culture and instill the idea of serving the Motherland [2].

V. Sukhomlynskyi defined the way of developing a value-based attitude to the Motherland as love for the Motherland begins with admiration for the beauty of what a child sees in front of him, what he admires, what he puts a part of his soul into. It can be the beauty of native

nature, the beauty of the man-made world. It is impossible to awaken the feeling of the Motherland without perceiving and experiencing the beauty of the surrounding world [7]. Thus, the image of the Motherland is formed from the child's awareness and positive perception of his/her close environment and eventually extends to more distant objects: from a positive attitude towards the home, kindergarten, village/city – to a positive attitude towards the native country. Starting with love for the family, patriotism covers an increasingly wide range of phenomena until it rises to the level of conscious love for the country and the people as a whole. In joint activities with other people, the child's subconscious sense of kinship with people is superimposed on other, already conscious elements of attitude towards the Motherland.

Outline of unresolved issues brought up in the article. From the first years of life, a child develops an image of his or her family, an image of home, with certain norms of behavior, a style of relationships; positive social experience is accumulated, feelings and attitudes are formed, which are the basis of a valuable attitude towards the Motherland. In national psychology, the period of preschool childhood is considered to be sensitive for the development of emotional, sensory, motivational and needful spheres of personality; children of this age are characterized by great susceptibility to external influences, high emotional vulnerability and emotional sensitivity, sincerity of feelings, boundless trust in an adult, and imitation of him or her. Based on this, we believe that it is in preschool age that the foundations of a value-based attitude towards the Motherland are laid, which include positive experience of interaction with the environment (natural and social), and also include a set of positive emotions, impressions associated with the place where the child lives and the people around him/her. The impressions and feelings experienced in childhood have a strong influence on the child's

further development and remain in his or her memory for life.

In order to diagnose the value attitude to the Motherland in senior preschool children, we have chosen the following criteria: cognitive, emotional and practical. These criteria are revealed in the following indicators:

- cognitive – awareness of the concept of "Motherland", formation of the "image of the Motherland", presence of ideas about state and national symbols of Ukraine, cultural heritage;

- emotional and sensory – manifestation of empathy, involvement and other emotions related to the home, cultural heritage, nature of the Motherland;

- practical – the ability to take care of a neighbor, to help others.

Aim of the research is to diagnose the cognitive criterion of value attitude to the Motherland in senior preschool children.

Results and discussion. As noted, a component of the value attitude to the Motherland is the formation of the child's "image of the Motherland". We conducted a study in preschool educational institutions of Zhytomyr and Zhytomyr district, which allowed us to find out the content of "the image of the Motherland" of senior preschool children. The first method we used was the analysis of children's drawings on the topic "My Motherland". Children were asked to draw a picture on the topic "My Motherland", and the content of the picture helped to reveal the content of the child's ideas about the Motherland. The second method we used was an individual survey. We analyzed children's answers to the following questions: "What is the Motherland?", "What does it mean to love the Motherland?", "Where do you want to live when you grow up?".

In order to acquire knowledge about state and national symbols of Ukraine, we conducted a survey that included a discussion of the following questions: "What does the coat of arms of Ukraine mean?", "Why were the colors chosen for the flag of Ukraine?", "What other state symbols of Ukraine do you know (the

anthem of Ukraine)?" , etc. We also conducted a survey that allowed us to assess the extent to which children are familiar with other symbols (folk symbols of Ukraine) that are important to the Ukrainian people. Children's answers to the following questions: "What do you know about the embroidered towel?", "Why is the viburnum a symbol of Ukraine?", "Why is the sunflower a symbol of Ukraine?", "Why is the stork a symbol of Ukraine?", make it possible to understand how much preschoolers value and respect the symbols of the Ukrainian people.

The methods used allowed us to identify the peculiarities of the image of the Motherland of preschoolers. The analysis of the content of the drawings suggests that children associate the concept of "Motherland" with their place of birth and residence. Many children thought for a long time about what to draw, what to draw with (paints or pencils), watched what other children were doing, how they were drawing.

The most common drawing is the following: a one- or two-story house with a sharp roof in the center of the drawing, grass, flowers, and sometimes trees growing around the house. Children often draw a blue sky with a bright sun above the house. In some of the drawings, preschoolers have depicted the flag of Ukraine near the house.

There are much fewer drawings in which the image of the Motherland is associated only with images of nature. Children draw flowers, trees, hills with grass, blue sky with the sun and clouds. A small number of children drew only the flag of Ukraine in the center of the picture or the outline of the country (as on a map), colored in yellow and blue.

A small number of children drew their mother and father near the house. In general, it can be noted that family and people are rarely found in children's drawings, but often appear in verbal descriptions of the idea of the homeland.

When conducting an individual interview with preschoolers, the purpose of which was to identify the level of

formation of ideas about the Motherland, we obtained the following results.

In an oral survey, all children answered the question "What is the Motherland?" by saying that the Motherland is "my family," "my country," and "Ukraine." One of the central components in the structure of the image of the Motherland is the city (village) where children were born or live. Preschoolers express an emotional attitude to the city and interest in the events that take place there. Thus, we can see that although images of people are almost absent in the drawings, they are always present in the verbal survey.

For the most part, children's emotions when comprehending the image of the Motherland are positive. Children often talk about their love for the Motherland and their desire to live where they were born. One of the peculiarities of the image of the Motherland is its certain stereotypical nature. When you ask preschoolers what the Motherland is, they answer in a rather uniform and generalized way: my home, my family, my country. Most of the children answered the question "What does it mean to love Ukraine?" as follows: "to love my country", "to love what surrounds me", "to love the place where I was born", "to love nature", "to study the traditions and holidays of the Ukrainian people"; "to be proud of my country", "to defend Ukraine from enemies", "to do everything for the good of the country".

In order to identify the attitude of preschoolers to their Motherland, they were asked to answer the question "Where would you like to live when you grow up? Why?" We received the following answers: "I would like to live here because it is my country", "I was born here, my family lives here" in around 87% of cases. There were also such answers: "I would like to live in a big city" or simply in another city/town, separately from my parents. In other words, all preschoolers said they wanted to live in Ukraine, and there were no children who wanted to live in other countries. It should be noted that the children's answers were usually

unambiguous. It is still difficult for them to reflect on the topic.

When we asked the question "What kind of person is called a patriot?" we found that preschoolers still do not understand the meaning of this concept well. They still understand the concepts of "Ukrainian" and "defender of the country". Children gave the following answers to the question: "a person who loves his country", "a person who defends his country", "an honest, brave person", "a person who is ready to give his life for Ukraine", etc.

When asked to characterize Ukrainians, the children named the following qualities that are most common to people: courage, honesty, sincerity, politeness, kindness, goodwill, hard work, intelligence, and cheerfulness.

The survey on the state and national symbols of Ukraine showed that all preschoolers who regularly attend preschool educational institutions know the symbols of Ukraine. Thus, among structural elements of the image of the Motherland are the country, its state symbols (flag), city, house, family where preschoolers live.

According to the extent to which preschoolers' ideas about the Motherland are complete and differentiated, we have identified three levels of formation of the cognitive criterion of the value attitude towards the Motherland.

A high level of formation of the cognitive criterion of the value attitude to the Motherland was demonstrated by 21% of preschoolers. They can explain the meaning of the concept of "the Motherland", have a fairly complete understanding of their country, its state and national symbols. For example, Olesya drew a picture in which her mother and father seem to embrace the house with their hands, protect it and hold their hearts in their hands. When analyzing her drawing, the girl emotionally explained that the Motherland is her family, her home, our land.

Preschoolers are able to name the following state symbols of Ukraine without visual aids: the anthem, flag,

and coat of arms. Children correctly choose a card with the flag of Ukraine from a series of cards and can explain the meaning of the colors on the flag of Ukraine. They know that the coat of arms of Ukraine is a trident and can tell the meaning of the trident. Knowledge of Ukrainian folk symbols is less well developed. Preschoolers can name the folk symbols of Ukraine, usually with the help of visuals. They most often name viburnum, embroidery, stork, towel, Ukrainian clothes, and pysanka. They can explain the meaning of individual symbols: the stork is a bird that always returns home; viburnum is a symbol of maiden beauty; bread is placed on a towel during various celebrations, etc.

The average level of formation of the cognitive criterion of the value attitude to the Motherland was demonstrated by 62% of children. Preschoolers can explain the meaning of the concept of "the Motherland" and name state and national symbols. However, children's answers are short, often one- or two-word answers. When answering questions, they need support or prompting from the teacher.

These preschoolers know the flag of Ukraine and can explain the meaning of the colors on it. They know that the national emblem of Ukraine is the trident, but usually cannot explain its meaning. They recognize the national anthem of Ukraine, but do not know the words of the anthem (the entire verse) and the rules of behavior during the performance of the anthem. Preschoolers can name some folk symbols of Ukraine after being shown pictures (viburnum, embroidery, Ukrainian clothing). However, they do not use the term "folk symbols" and cannot explain the meaning of these symbols.

A low level of formation of the cognitive criterion of the value attitude to the Motherland was demonstrated by 17% of preschoolers. These include

preschoolers who almost never attended preschool educational institutions. Children briefly explain what the Motherland means to them, but have difficulty naming the flag, coat of arms, and anthem of their countries. When analyzing the drawings, these children gave incomplete answers, and some of them were shy or refused to talk. These children have a poor understanding of the concept of "flag" and may even confuse the concepts of "flag" and "country". They have difficulty choosing the coat of arms and flag of Ukraine among others. They constantly ask an adult for help or show no interest in this topic. Recognize the national anthem of Ukraine (although they cannot immediately recall the term "anthem"), but do not know the words of the anthem (the entire verse) and the rules of behavior during the performance of the anthem (they can listen to the anthem and look around). They know the national symbols of Ukraine poorly or not at all. For example, when shown a viburnum, they may say that it is a berry.

Conclusions and research perspectives. The study allowed us to conclude that at the end of senior preschool age most children (83%) have high and average levels of formation of the cognitive criterion of value attitude to the Motherland. The low level of formation of the cognitive criterion of value attitude to the Motherland is demonstrated by 17% of preschoolers who did not regularly attend preschool educational institutions. Thus, it has been proven that preschool educational institutions systematically and effectively carry out work on patriotic education of preschoolers. Prospects for further research are the diagnostics of emotional and practical criteria of the value attitude towards the Motherland in senior preschool children.

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