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PECULIARITIES OF NATIONAL-PATRIOTIC EDUCATION OF CHILDREN OF OLDER PRESCHOOL AGE BY MEANS OF LITERARY LOCAL HISTORY

The urgency of the problem. The events taking place in society and the state, the war, determine the need for the formation of high ethical, moral and psychological qualities in preschool children, among which the leading place is occupied by a civic position, responsibility for the future of the Motherland and readiness to protect it. National-patriotic education is a complex, long-term process that should be carried out from the youngest age of a child and continue throughout a person's life. That is why today there is a need to increase the role of patriotic education within preschool educational institutions.

In the period of senior preschool age, the child actively develops cultural-value orientation, the spiritual and ethical basis of the child's personality, the development of adaptation mechanisms in society, the process of national-patriotic formation and identification actively begins.

The purpose of the article is the analysis of the peculiarities of national-patriotic education of older preschool age children by means of literary local history.

Results and discussion. In modern Ukraine, the issue of patriotism, love and devotion to the country occupies one of the main positions and ensures the continued existence of the nation.

National-patriotic education is a direction of education that involves a purposeful, systematic influence on the child's consciousness and feelings with the aim of forming in him love for the Motherland, traditions, customs and language of his land [1, p. 97].

Therefore, one of the main directions of patriotic education of preschool children is local studies – that is, the study of historical, geographical, cultural features of the native region [1, p. 3]. Thus, the Basic component of preschool education in Ukraine, following the historical approach to patriotic education of preschool children, emphasizes its folk studies, Ukrainian studies, and local studies.

The feeling of respect and love for the Motherland takes its basis from love and respect for one's native land, one's village or city, street, one's home, where a person was born and grew up, where one spent one's childhood. Therefore, local history has limitless educational potential, because it combines search and research, educational and cognitive and socially useful activities of children.

Patriotic education of preschool children based on local history material is based on the following principles:

– formation of one's own attitude to events, facts and phenomena in the life of the native region, creation of favorable conditions for active involvement of children in social reality;

– introduction of an activity approach to involve children in the history, culture, and nature of their hometown. That is, the child is given the opportunity to independently choose the activity in which they would like to reflect their feelings, ideas about what they saw and heard (creative play, inventing stories, sculpting, making crafts, applique, drawing, participating in nature conservation, landscaping, etc.);

– involving children to participate in city events and holidays. It is important that children have the opportunity to join the atmosphere of general joy and high spirits. Get to know the bearers of socio-cultural traditions in folk crafts, dances, songs;

– creation of a subject-developmental environment in a group of preschool institutions, which would contribute to the patriotic education of preschoolers based on folk culture based on local history material (folklore, mini-museum of folk life, etc.) [3, p. 386].

It is well known that writing a story for preschoolers to introduce them to their hometown, especially its history and places of interest, is a responsible and somewhat difficult task. Therefore, when composing a story about familiarizing children with their native land, the educator must remember the following:

– the story must be accompanied by visual materials: slides, photographs, reproductions, drawings, etc.;

– the teacher needs to ask questions to the children during the story, in order to activate their attention, to awaken the desire to learn something on their own. Stimulate children's thinking with problematic questions: "Can you imagine why people decided to build a city on this particular place?" "Where does this name come from? What can it mean?";

– during the story, do not mention specific historical dates, due to the fact that they significantly complicate the perception of the material. It is advisable to use the following expressions: "It was a long time ago when your grandparents were as small as you" or "It was a very, very, very long time ago when your mothers, fathers, grandmothers and grandfathers were not yet in the world";

– the use of special terminology is not recommended. It is necessary to use vocabulary accessible to children and to explain the meaning of unfamiliar words, not to overload the story with complex grammatical constructions [4, p. 227-228].

Purposeful work on the formation of a patriotic worldview should combine love for relatives and close people with the formation of an appropriate attitude towards familiar elements of social life. To achieve such a result, the teacher, introducing children to the events and facts of life in the country, illustrates them with examples from the lives or activities of people familiar and close to the children, relies on the child's own experience [4, p. 229].

An important area of work in the process of patriotic education is the formation of children's ideas about the people of their native country and city. For this, it is necessary to tell children about those people who made our country famous - writers, composers, inventors, scientists, artists, travelers, philosophers, doctors.

Didactic games play an important role in familiarizing preschool children with local history. It is the games in the process of familiarizing preschoolers with local history that perform three functions: formation of the child's knowledge about nature;

diagnosis of children's existing knowledge and consolidation of acquired knowledge. Folk songs: "Oh, winter has already passed", "Bless the mother" are an integral part of the ethnographic ecological education complex. Games: "Geese", "Poppy" are always joyfully perceived by preschoolers [5, p. 325].

Excursions are an important form of work to acquaint preschoolers with the nature of their native land. The special value of excursions in nature as a specific form of conducting classes is that on excursions, children get to know the phenomena of nature in their direct, natural relationships, with plants and animals in their habitat. This contributes to the formation of realistic ideas about nature, as well as the formation of a materialistic worldview.

Conclusions. Preschool age is an important period in a child's life, which is characterized by the fact that this period is extremely sensitive. After all, a child is very sensitive to emotional influences, and therefore extremely prone to imitation. Therefore, the preschool period is recognized as the most favorable for gradually formulating in a child love and respect for relatives and close people, native region and home.

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