

UDC 378:37.011.3-051]373.2.015.31:172.15

doi: 10.15330/jpnu.10.1.187-196

## PECULIARITIES OF FUTURE EDUCATORS' TRAINING FOR THE FORMING OF THE FUNDAMENTALS OF NATIONAL CONSCIOUSNESS IN CHILDREN OF OLDER PRESCHOOL AGE

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**Abstract.** The peculiarities of professional training of future educators for the forming of older preschool-age children's national consciousness are substantiated in the article. The main tasks, directions, and means of national education of children of older preschool age are analyzed. The main ethnographical means that contribute to the forming of the fundamentals of the national consciousness of children in the sixth year of life are specified and characterized, and the content of pedagogical activities aimed at expanding their horizons with specific ethnographical knowledge and ideas about important social phenomena and events is determined. All this can be realized with the help of various genres of oral folk art, traditions and customs of the Ukrainian people, folk games and toys, folk industries and crafts, and national symbols. All the ethnographical means listed above in figurative and rhythmic forms reflect real life in all its diversity (everyday life, social phenomena, work, human relationships) and contribute to national education, forming of the fundamentals of the national consciousness of older preschool-age children.

It was established that preschool national education should help the child to form and apply the acquired social knowledge, and contribute to the forming of the skills of spiritual perception of national and cultural heritage. The result of national education should be reflected in the children's acquisition of social experience, the inheritance of the spiritual and moral values of the Ukrainian people, the achievement of a high level of national consciousness, as well as in the forming of a personality as a patriot of one's country. It is worth noting that national feelings are the basis of national consciousness and they do not arise by themselves, but only as a result of long-term educational influence on the personality, starting from the older preschool age.

The future IPE teachers' training for the development of national consciousness in children of older preschool age should be aimed at self-realization and the disclosure of their individual creative abilities. Gradually, the student's vocabulary is enriched with everyday words, proverbs, sayings, tongue twisters, riddles, and other works of oral folk creativity, they learn to dramatize fragments of familiar Ukrainian fairy tales, make toys, decorate national dishes, clothes, and other household items. A systematic approach in work promotes the development of higher education getters' interests in ethnography.

**Keywords:** training of future educators of preschool-age children, the institution of preschool education (IPE), national consciousness, national feelings, national-patriotic education, classes, ethnography, decorative and applied arts, artistic work, children of older preschool age.

## 1. INTRODUCTION

The significant changes taking place in Ukrainian society, the educational requests and needs put forward, establish the opinion about the priority of preschool childhood as the most important period of forming an individual. At this age, the foundations of national consciousness and self-awareness, moral views, beliefs, norms, ideals, and value orientations begin to be laid.

It is possible to educate spiritually rich individuals under the condition of the development of national preschool education, in which the system of education, training, and development would be based on the principles of Ukrainian ethno pedagogics and which would organically combine social and educational influences and family upbringing.

The national-patriotic upbringing of older preschool-age children is an important component of the content of the work of preschool educational institutions, one of the tasks of which is the forming of national consciousness.

The main recommendations regarding the national education of children and youth are specified in the laws of Ukraine "On Education", "On Preschool Education", "On Protection of Childhood", "National Doctrine of the Development of Education of Ukraine in the 21st Century", Basic Component of Preschool Education in Ukraine, Concept of Civil personality education in the context of the development of Ukrainian statehood and other normative documents.

The purpose of the article is to determine the peculiarities of future preschool teachers' training for the development of the primary foundations of the national consciousness of older preschoolers.

## 2. ANALYSIS AND DISCUSSION

In the system of modern pedagogical education, in particular preschool, the main place is given to national education, this is emphasized in the National Doctrine of Education Development (<http://surl.li/gebqt>) it should be carried out at all stages of educational work with children, ensure comprehensive development, the harmony of the personality, development of its abilities and skills, and therefore enrich the spirituality, culture and intellectual potential of the people.

This is stated in the Law of Ukraine "On Preschool Education" (<http://surl.li/gebri>), which defines the following most important tasks: educating children to have a caring attitude towards their family, native language, folk traditions, customs and ceremonies, national heritage, and achievements of their people, as well as the values of other nations and peoples.

This is also described in the Basic component of preschool education and current educational programs for preschool education, upbringing, and development of children ("Ukrainian preschool", "Confident start", "Child", "I am in the World" and others), the content, tasks, and directions of which provide the organizing of systematic work on national education, starting from an early age.

Education of national feelings in preschool-age children is an extremely complex process. After all, at this age, their feelings are based on interest in the immediate environment (family, parental home, hometown/village), which they see every day, and consider their own, native, inseparably connected with them. The family is the microclimate in which the child's personality, views, and beliefs are formed. And precisely, the worldview of the child will depend on how closely people treat the native land, and the country (Shcherban, 2000). Thus, at 3-4 years of life, a certain idea about the hometown (village), national symbols, and culture of the country begins to form. A child of the 5th year of life is already forming his own attitude towards the surrounding people, objects, events that occur in life, and impressions about what was seen and heard, which causes both positive and negative emotions to be created. Among children of this age period, their interest in

folk traditions and customs of their native region grows significantly, and there is a desire to reproduce them. In the 6th year of life, children are introduced to the history of their native land, its people, the specifics of life, and the peculiarities of language and culture. Children of older preschool age develop an orientation towards society, and the ability to understand and evaluate social relations.

The essence of national education is a system of worldview beliefs, national positions, and value orientations, which was created over a long period of time by the people and implemented through a set of relevant measures.

Various aspects of this question at the current stage were studied by I. Bekh, A. Bogush, O. Vyshnevskiy, P. Hnatenko, V. Kuz, P. Kononenko, I. Ogiienko, T. Ponimanska, K. Chorna, and others. According to scientists, the forming of national character takes place in older preschool age: respect for the people, language, and nature of the native region, city (village) is instilled; a sense of love for one's country, culture, and traditions are developed; moral responsibility for committed actions is formed.

According to A. Bogush, it is very important to form children's national consciousness, that is, a sense of belonging to the nation with its centuries-old traditions, rites, customs, and cultural heritage which came from our descendants, precisely in the older preschool age, when the personality is actively developing, forming her worldview, the foundations of spirituality and morality are laid (Bogush & Monke, 2002).

The research of many domestic and foreign educational scientists showed that the forming of national consciousness in children of older preschool age is carried out in the conditions of national education, which means the development of a nationally conscious personality, endowed with civic duties, cultural and creative qualities, family and national feelings, determination, and initiative.

In this article, we will rely on the generalized definition of "*national consciousness*", which we understood as an individual's awareness of himself as a part of the national community, a nation with its own special, defining features, which is manifested in devotion and respect for one's people, for the Motherland, pride for its past and today.

Education in the 6th year of life children on folk values contributes to the forming of their interest in national creativity, and native culture, and the emergence of a desire to take into account the spiritual and cultural heritage of the native people.

The forming of the fundamentals of national consciousness in children of older preschool age includes:

- love for the country, people, family, and other persons;
- faith in the unbreakable and unique image of one's people, its power and purpose;
- respect for national history, state symbols, art, culture, traditions, customs, and ceremonies;
- the ability to understand values, morals, rules, views, and beliefs, which is a system of actions that gradually turn into a character feature, and become a personality trait. Therefore, the national consciousness of the subject is truly formed in connection with the spiritual understanding of the Motherland, as well as due to the awareness of the norms and rules created by society (Skrypchenko et al., 2001).

T. Ponimanska noted that an important condition in the forming of national feelings and the primary foundations of national consciousness in older preschool age is moral orientation (Ponimanska, 1993). Moral behavior skills are an integral part of a child's development, a prerequisite for national education, as they determine actions, and condition attitudes toward the surrounding reality, peers, and adults.

The basis for the forming of national consciousness in older preschool age is national feelings — a complex of emotions that establish the subjective attitude of individuals to their nation, its demands, and rules of life, as well as to other peoples.

In order to reveal the specifics of the process of forming children's love for the Motherland, it is necessary to determine the nature of the national feeling itself, its purpose, structure, and content, as well as find out on what basis it is formed, or rather, without which emotional and cognitive basis it cannot arise.

Education of national feelings begins with familiarizing children with the familiar and accessible. Based on acquired knowledge, basic national feelings are brought up in children, which gradually turn into a direct attitude of the child to the environment. Love for the Motherland in the understanding of a child in the 6th year of life is love for what surrounds him/her and for those who take care of him/her. A child's world is his/her family, kindergarten, friends, games, and yard, where he runs, plays, and is acquainted with objects and phenomena. Thanks to the formed feelings, children of older preschool age develop an interest in a wider range of phenomena: work, social events, nature, and people. This attitude is manifested in the desire of children to take part in what they observe, what aroused their interest. Their observation is mostly reflected in such activities as games, drawings, conversations, and actions (Turanina, 2006).

By its origin, the national feeling has an integral character, as it unites all aspects of personality development (moral, labor, mental, aesthetic, physical) into one whole and involves influencing each of the aspects to obtain a single result. It is formed gradually, under the influence of the environment and other educational factors. First, a child learns to empathize with other people, and then gradually, under the influence of education and upbringing, he learns to empathize with the problems of his country. Admiration for the beauty and wealth of one's country arises when a child learns to see beauty all around: to live in purity and beauty, to support it (Kuzmuk, 2015). Thus, for the forming of love for the Motherland, it is necessary for the child to accumulate social knowledge in the country and learn established norms of behavior and relationships in society.

The main goal of the national feeling of children of older preschool age is the education of a conscious individual who loves and respects his country, language, and people. This is a narrower explanation, compared to the definition of the main goal of national education in the institution of preschool education, which contributes to the comprehensive and harmonious development of the child, the forming of social experience, the assimilation of national and universal values of the spiritual-moral, artistic-aesthetic, ecological culture of international relations.

The forming of the primary foundations of children's national consciousness largely depends on the conditions of family upbringing; however, a significant role in this process is played by the educator in the IPE, who must be ready to implement the relevant tasks of the current programs. Let's consider them in more detail.

In the preschool child development program "Ukrainian Preschool" in the "Folklore" section, in working with older preschool children the following main tasks and their implementation are provided:

- promote the development of the cognitive activity of pupils in the field of increasing their knowledge about the origin and forming of their people;
- expand the scope of knowledge about Ukraine, its history, culture, and famous personalities;
- encourage older preschool-age children to use oral folk art (fairy tales, proverbs, sayings, riddles, omens, colloquialisms) and folkloristic materials not only in classes but also in everyday life;
- familiarize with folk trades and crafts;
- involve children in national traditions, especially in preparation and participation in national holidays and games;
- form an idea about the family charms of the Ukrainian people;
- teach children elementary labor skills: embroidering, cutting out, painting Easter eggs, decorating dishes, making toys, creating applications, etc. (Bilan, 2017).

The "Confidential Start" program for the development of older preschool-age children provides for the following educational tasks related to national education:

- to familiarize with the features of separate geographical regions of Ukraine (Carpathians, Podillia, Polissia, Slobozhanshchyna, etc.), characteristic landscapes, water bodies (rivers, lakes, seas, their flora, and fauna), mountains, steppes, forests, their significance in nature and in the life of people; principles of safe behavior and careful attitude to natural resources;
- to provide knowledge about the Red Book of Ukraine, to involve children in environmental protection activities;
- to develop a feeling of belonging to the area in which the child was born and lives;
- to familiarize with the country, the capital, state, and national symbols;
- to cultivate national feelings and interest in real events in the country;
- to learn to treat family holidays with respect, be proactive in their organization, adhere to family traditions, strengthen them, and honor the memory of one's family (Havrysh et al., 2017).

Thus, the analysis of the programs proves that the educational tasks related to the national upbringing of children of older preschool age are presented in a sufficiently meaningful and accessible form. To implement these tasks, it is advisable to use excursions, walks around the city, and places of interest; listening to stories, legends, and tales about nature, and its beauty, using various illustrations; studying works of Ukrainian literature; production of multiple items of folk art.

We trained students of the specialty 012 "Preschool Education" of Vasyl Stefanyk Precarpathian National University in the process of studying the educational components "Methodology of carrying out studies on ethnography", "Familiarization of children with the social environment", "Artwork", "Bases of fine art with the methodology of teaching of figurative activity", "Decorative art" for the implementation of these tasks.

The training of students for the forming of the fundamentals of national consciousness in institutions of preschool education should focus on:

- development of national feelings in children of older preschool age;
- usage of oral folk art in work with children, including folk tales, riddles, proverbs, and sayings, etc.;
- upbringing respectful attitude towards national traditions, customs, and rites of the native people;
- development of interest in folk games, the content of which reflects the national character of each nation, and its way of life, which is presented in folk toys;
- forming an idea about folk trades and crafts, familiarizing with the technology of their production and folk craftsmen;
- developing the ability to understand the importance of state and national symbols.

Thus, in the process of studying the educational components "Methodology of carrying out studies on ethnography", "Artwork", "Bases of fine art with the methodology of teaching of figurative activity", and "Decorative art" in the context of professional training of future IPE teachers for the forming of the fundamentals of national consciousness of older preschool age children, we familiarized with folk trades and crafts by current educational programs (such trades and crafts as (pottery, blacksmithing, wickerwork, weaving, carpet making, woodworking, cooperage, carving, embroidery, and others), paid attention to the meaning of symbols and colors on household items, cultivated respect for work. In practical classes, students were prepared to teach children to embroider (cross stitch, plain, smooth, with various colors and ornaments), cut out, paint Easter eggs, toys, and dishes, and make various products (napkins, appliqués, toys, etc.). We discussed and learned how to create an ethnographical center and environment in the group room of the IPE, which is a set of artificially created objects to meet different needs, it is an important element of culture, in particular national clothes, shoes, utensils, amulets, toys,

household items (Marchii-Dmytrash, 2022).

It is important for the professional development of future educators that familiarizing preschool-age children with folk trades and crafts shows the uniqueness of paintings, the variety of patterns, and the uniqueness of each product, and also allows seeing and understanding the importance of the stages of making products, the techniques of the master's work. All this gradually leads to the forming of national consciousness and the desire of children to create their compositions, that is, it contributes to the development of their creative abilities. Involving children of preschool age in folk trades and crafts, and decorative and applied arts, we raise worthy citizens of our country who will treat their history and representatives of various national minorities with respect, be aware of the ethics of international relations, show a caring attitude towards people, try to help them, will possess higher human feelings, will have an idea of benevolence, compassion, bravery, and also that all people of the world can live in harmony and trust.

The most effective way to introduce the first objects into the perception of children in the 6th year of life is according to the following scheme: source of origin of the object; a type of art or its variety; the material from which the item is made; a property that determines its place in a person's life; what is attractive in it and is an artistic value.

Examining the samples is accompanied by the teacher's story about folk products and questions to the children, about which products are in their homes, and how they use them in everyday life. During the following conversations, the educator tells the children about the activities of woodcarving masters and reminds them that the finished products become home decorations or excellent gifts (Rudenko, 1997).

In the IPE, children of older preschool age are also introduced to leather and metal products of various regions, conduct classes on the manufacture of leather products, organize exhibitions of metal products and talk about folk craftsmen, in particular, bricklayers.

To consolidate knowledge about one or another type of folk industries or crafts, various didactic games are used with preschoolers ("What is it made of?", "Name a type of folk craft", "What pattern do you remember the most?"), classes and conversations ("Embroidered Shirt", "Mother's Towel", "At the Potter's Circle" and others) (Kyseliová, 2001).

That is why it is especially important during such educational work to form national consciousness in children of older preschool age, a careful attitude to their history, culture, traditions, and achievements of the nation, and some practical experience in making things that are connected with Ukrainian folk culture.

An important aspect of preparing students for the forming of the primary foundations of the national consciousness of preschoolers is familiarization with the everyday life of the Ukrainian people. Accordingly, we taught future educators to create folk toys from fabric, threads, and natural materials by winding threads on cardboard and tying them in certain areas, we paid attention to the importance of a creative approach to the manufacture of various types of toys, the development of aesthetic tastes and perseverance in work. Ukrainian folk toys are an important ethnographical means, which give getters of preschool education knowledge about the work and leisure activities of our ancestors in ancient times, their way of life, culture, art, and life in general. Due to their natural look, the elegance of forms, the variety of possibilities of natural materials, symbolism, and perfection of aesthetic properties, Ukrainian folk toys develop the child's inner world, and aesthetic taste, evoke a sense of belonging to his/her people, form national consciousness. Students' training for the usage of the above-mentioned means of ethnography makes it possible to educate children in a positive attitude to work, interest in folk industries and crafts, pride in the gifted people who live in their native land, a sense of love for their native land and people, as well as to form a thrifty attitude towards products that are made by human hands, ethics and aesthetics of work, culture of communication. The readiness of future educators to carry

out such activities is an indicator of the patriotic position of the personality, and ability to be creative in organizing activities with children (Marchii-Dmytrash & Boryn, 2022).

In the institution of preschool education, the introduction of children in the 6th year of life to Ukrainian folk toys begins with familiarization with the technology of their production, historical and regional features, folk artisans, as well as shapes, colors, and images on toys. Accordingly, students were trained to teach children to create separate patterns and ornaments that are unique to a certain type of toy in the nearest region.

A special place in the process of familiarization with the everyday life of the Ukrainian people is given to *pysanka*, its history, and its painting techniques, which contribute to the forming of aesthetic, spiritual, and national feelings. By painting Easter eggs in practical classes on the Methodology of carrying out studies on ethnography, Decorative art they learned information about folk art, the traditions of Easter egg making, and the meaning of the Easter egg as a talisman symbol, they cultivated an interest in national miniature painting, and the desire to enrich Ukrainian culture with their contribution. First, they studied the features of Easter eggs, and their symbolism and color scheme, then moved on to practical creative activities (Povalii, 1999).

Ukrainian embroidery, which is a special family amulet, unites generations and is kept as a shrine, is a valuable ethnographic means for forming the national consciousness of older preschool-age children. At practical classes during the preparation of students to familiarize preschool-age children with Ukrainian embroidery, attention was paid to its beauty, saturation of colors, and multifaceted ornaments. In older preschool age, it is necessary to enrich children's knowledge about this ancient, but important form of decorative and applied art with regional features. It is important that the child, starting from preschool childhood, should be surrounded by beautiful embroidery, "vytynankas", woven carpets, carved objects of daily use, various ceramics, and folk toys. After all, with their help, a respectful attitude towards national culture and its history is formed, aesthetic tastes are developed, and the desire to create beauty is nurtured. Such types of activities, which are passed down from generation to generation, contribute to the education of respect for the work and culture of our ancestors and contribute to the forming of the foundations of the national consciousness of preschool-age children.

Ukrainian folk games are an important ethnographical mean that contributes to the forming of national consciousness in older preschool-age children, which helps to form character, develop moral feelings, strengthen children physically, and arouse interest in folk creativity. So, for children in the 6th year of life, games of 2 groups are available: the first includes moving games with a certain text dialogue ("Panas", "Black – white", "Geese", "Zmurky", "Crook", "Barrel", "Hen", "What are you standing on?", "Grey cat", "Ivanochko, leave the hiding place" and others), and second includes round-robin games with singing ("Poppy", "And we sowed millet, sowed ...", "Grandmother thought," and others), which introduce older preschool age children to the hard work of the Ukrainian people. Games of an entertaining nature, in which folk traditions and customs are reflected ("Whose wreath is better?", "Pumpkin walks around the garden", "Spill water" and others), are great for working with older preschool-age children. The following games are relevant for establishing the correct pronunciation: "Lines", "I served in the year of Mr.", "Long-nosed crane", "In the hair" and others (Bogush & Lysenko, 2003).

It is advisable not only to conduct classes but also to organize various literary evenings of entertainment on the following topics: "Oral folk creativity", "Grandfather's smiles", "Pearls on a string", where the works of Ukrainian children's folklore would occupy a leading place.

Considerable attention in modern preschool education is also paid to folk customs and traditions, which are effective ethnographical means of forming the primary basis of children's national consciousness. They give children the opportunity to study the cultural and historical experience of the people in practice and to be the successors of their parents' and grandparents' work.

It should be emphasized that the difficulties in familiarizing older preschool-age children with oral folk art, folk crafts, games, toys, national traditions, and customs may be related to the fact that preschoolers predominate in visual thinking. Therefore, during work, it is worth using not only fiction and illustrations but also “live” visual objects and materials (folk toys, antique furniture, work tools, dishes, embroidery, national costumes, folk symbols, etc.).

Thus, for the successful forming of the primary foundations of national consciousness in older preschool-age children, it is advisable to use the ethnographic means described above in integrity with the program provision, and for their consolidation, attention should be paid to the indicators of competencies, which are presented in the partial program of national education of preschool children “Ukraine is my Motherland”. Accordingly, in older preschool age, a child should:

- know and treat with respect the national traditions, customs, and holidays of the Ukrainian people, take an active part in their preparation and implementation;

- love and play Ukrainian folk games and toys;

- know about the peculiarities of folk crafts;

- know and talk about national symbols;

- understand the purpose of folk art, amulets (towel, whisk);

- recognize oneself as the bearer of a separate ethnic group, people (Kaplunovska et al., 2016).

The variety of ethnographical classes and the emotional richness of educational activities on ethnographical topics, both in terms of content and form, enrich the active vocabulary of children, brings up a sense of national dignity, instill love and respect for one's land, national culture, native language, folk traditions, and the Ukrainian people.

### 3. CONCLUSIONS

Summarizing, we should note that the main goal of national education in the IPE is aimed at the comprehensive and harmonious development of the child, the forming of social experience, the assimilation of national and human values, spiritual-moral, artistic-aesthetic, ecological culture of international relations.

The specificity of preschool childhood as a special space for national education lies in the fact that the socialization of the individual is actualized in the older preschool age. It is at this stage of life that the development of consciousness and self-awareness takes place. Therefore, this period is the most favorable for laying the foundations of national consciousness (ethnicization), which contributes to the forming of universal human qualities, the emergence of love and respect for the native language, traditions, and symbols, and involves understanding one's belonging to a specific nation. The importance of ethnographical work as an organized creative activity in older preschool age consists of involving children in humane relationships promotes the emergence of a sense of national dignity and national pride, directing cognitive interest in the study and assimilation of national and universal values expressed in the spiritual and moral principles of the people.

In the training of future IPE teachers for the forming of the fundamentals of national consciousness, it is important to take into account that the older preschool age is such a period when the child like a “sponge” absorbs knowledge, therefore it is important, at this age stage, to give children as much knowledge about the country as possible, to form elementary knowledge about the city or village where the child was born, its name, the name of the street where the child lives and where the kindergarten is located; familiarize with the state (coat of arms, flag, anthem) and national (embroidered towel, vyshyvanka (embroidered shirt), wreath, viburnum, poppy, willow, and others) symbols, prominent Ukrainian figures; pay children's attention to the people who protected and protect our country; to expand knowledge with stories about professions and the fact that each person makes a certain contribution to the development of his Motherland. All



this knowledge enables children to understand better the traditions, customs, history, and culture of the Ukrainian people. Therefore, it is appropriate to note that the conducted research does not fully resolve the outlined problem. We see the prospects for further scientific research in the substantiation of the specifics of the training of future preschool teachers to use ethnography as an effective means of ecological, labor, and aesthetic education of children in the 6th year of life.

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**Received:** December 16, 2022; **revised:** February 2, 2023; **accepted:** March 13, 2023; **published:** April 03, 2023.

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Марчій-Дмитраш Тамара, Борин Галина. Особливості підготовки майбутніх педагогів до формування основ національної свідомості у дітей старшого дошкільного віку. *Журнал Прикарпатського університету імені Василя Стефаника*, **10** (1) (2023), 187–196.

У статті обґрунтовано особливості професійної підготовки майбутніх вихователів закладів дошкільної освіти (ЗДО) до формування першооснов національної свідомості дітей старшого дошкільного віку. Проаналізовано основні завдання, напрями і засоби національного виховання дітей старшого дошкільного віку. Конкретизовано і охарактеризовано основні народознавчі засоби, які сприяють формуванню першооснов національної свідомості дітей шостого року життя, визначено зміст педагогічної діяльності, спрямованої на розширення їхнього кругозору конкретними народознавчими знаннями і уявленнями про вагомні соціальні явища і події. Все це можна реалізувати за допомогою різноманітних жанрів усної народної творчості, традицій і звичаїв українського народу, народних ігор та іграшок, народних промислів і ремесел, національної символіки. Всі вище перелічені народознавчі засоби в образній і ритмічній формах відображають реальне життя у всьому його різноманітті (побут, суспільні явища, праця, людські взаємовідносини) і сприяють національному вихованню, формуванню першооснов національної свідомості дітей старшого дошкільного віку.

Встановлено, що дошкільне національне виховання повинно допомогти дитині сформувати і застосовувати набуті суспільні знання, сприяти утворенню навичок духовного сприйняття національних та культурних надбань. Результат національного виховання повинен відобразитися у набутті малюками соціального досвіду, успадкуванні духовно-моральних цінностей українського народу, досягненні високого рівня національної свідомості, а також у формуванні особистості як патріота своєї держави. Варто зауважити, що національні почуття є основою національної свідомості і вони не виникають самі по собі, а тільки в результаті тривалого виховного впливу на особистість, починаючи з старшого дошкільного віку.

Підготовку майбутніх вихователів ЗДО до формування першооснов національної свідомості дітей старшого дошкільного віку повинно бути спрямовано на самореалізацію та розкриття їх індивідуальних творчих можливостей. Поступово збагачується словниковий запас студентів словами щоденного вжитку, прислів'ями, приказками, скоромовками, загадками та іншими творами усної народної творчості, вони вчаться драматизувати уривки знайомих українських казок, виготовляти іграшки, оздоблювати національний посуд, одяг та інші предмети побуту. Системний підхід у роботі сприяє розвитку інтересів здобувачів вищої освіти до народознавства.

**Ключові слова:** підготовка майбутніх вихователів дітей дошкільного віку, заклад дошкільної освіти (ЗДО), національна свідомість, національні почуття, національно-патріотичне виховання, заняття, народознавство, декоративно-прикладне мистецтво, художня праця, діти старшого дошкільного віку.