

ПАТРИОТИЧЕСКОЕ ВОСПИТАНИЕ ДОШКОЛЬНИКОВ В УСЛОВИЯХ РЕАЛИЗАЦИИ ФЕДЕРАЛЬНОГО ГОСУДАРСТВЕННОГО ОБРАЗОВАТЕЛЬНОГО СТАНДАРТА ДОШКОЛЬНОГО ОБРАЗОВАНИЯ

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В статье представлен анализ программ дошкольного образования по патриотическому воспитанию. Раскрыто понятие патриотического воспитания, актуальность проблемы патриотического воспитания в настоящее время в условиях сложной политической обстановки в мире, особенности патриотического воспитания детей дошкольного возраста. Проанализированы программы «От рождения до школы», «Детство», «Истоки», «Из детства в отрочество», «Я-человек», Авторизованная «программа нравственно-патриотического и духовного воспитания дошкольников», направленные на формирование духовно-нравственной основы личности, приобщение детей к базовым духовным, нравственным и социокультурным ценностям России. Рассмотрены региональные программы «Тосхол», модель этнокультурного дошкольного образования РС (Якутия), направленные на познание родного языка и культуры. Проанализирована история создания региональной системы дошкольного образования. Модель этнокультурного образования рассмотрена с точки зрения интеграции Педагогики Олонхо, Педагогики Севера, научной педагогики, этнокультурных принципов. Педагогика олонхо направлена на приобщение детей дошкольного возраста с героическим эпосом родного народа – олонхо, на принципы, средства, формы этнопедагогики коренных малочисленных народов Севера. Сэргэ – это символ якутской культуры. С одной стороны, это коновязь, столб, к которому якут привязывает своего коня. С другой стороны, сэргэ для якута – это духовный столп, на котором держится мир, символ жизни и духа, на котором держится якутское мировоззрение и мировосприятие. Принцип балагана рассматривается как принцип единения внутреннего и внешнего мира. В статье приведены результаты опроса заведующих ДОО Нюрбинского улуса РС (Якутия). Выявлено, что из 24 ДОО работают по программе «От рождения до школы», одна ДОО – по программе «Детство». Российские программы дополняются региональными, в результате чего дети знакомятся вначале со своей республикой, историей и культурой России и ближних стран.

Ключевые слова: дошкольное образование, патриотическое воспитание, государственный образовательный стандарт, малая родина, отечество

PATRIOTIC EDUCATION OF PRESCHOOLERS IN THE CONDITIONS OF IMPLEMENTATION OF THE FEDERAL STATE EDUCATIONAL STANDARD OF PRESCHOOL EDUCATION

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The paper presents an analysis of preschool education programs for patriotic education. The concept of patriotic education, the relevance of the problem of patriotic education at the present time in the difficult political situation in the world, especially the patriotic education of preschoolers is revealed. The main programs of the modern system of preschool education are analyzed for the spiritual and moral foundations of the upbringing of the younger generation, the introduction of children to the basic spiritual, moral and sociocultural values of Russia, including the programs according to which preschool educational Yakutia work. The history of the formation and development of the preschool education system in the republic is considered. A model of ethnocultural education in Yakutia has been developed. Covering three areas: «I am a representative of my people», «I am a citizen of my republic», «I am a citizen of my country of Russia». The content of regional programs considers the principles of pedagogy of olonkho, ethnopedagogical foundations of raising children, serge as a symbol of Yakut culture. On the one hand, it is a hitching post, a post to which a Yakut ties his horse. On the other hand, serge for the Yakut is a spiritual pillar on which the world rests, a symbol of life and spirit, on which the Yakut worldview and worldview rests. The booth principle is considered as the principle of the unity of the inner and outer world. The article presents the results of a survey of the heads of the preschool educational institution of the Nyurba ulus of the RS (Yakutia). It was revealed that out of 24 preschool educational institutions work under the “From birth to school” program, one preschool educational institution – under the “Childhood” program. Russian programs are complemented by regional ones, as a result of which children first get acquainted with their republic, the history and culture of Russia and neighboring countries.

Keywords: preschool education, patriotic education, state educational standard, small Motherland, Fatherland

Patriotism is one of the main qualities of the spiritual and moral sphere of a person. The topic of patriotic education is especially relevant in our time. Accessible media, television, advertising, saturated with images of aggression, destruction, and cruelty, have a negative impact on the upbringing of children.

The importance of patriotic education of patriotic feelings in preschool children is indicated in the federal standard of preschool education. Patriotic education according to the Federal State Educational Standard implies “the formation of primary ideas about the small homeland and the Fatherland, the idea of the

socio-cultural values of our people, the traditions and holidays of our people, as well as the formation of a respectful attitude and a sense of belonging to our family, the assimilation of norms and values adopted in society" [1].

Purpose of the study – to analyze educational programs of preschool education in the field of patriotic education of young citizens of the country.

Materials and research methods

According to the research of L.I. Bozovic, V.G. Mukhina, the formation of patriotic feelings is determined by the age characteristics of preschoolers: great cognitive activity, impressionability, emotional openness, imitation, trustfulness.

First feelings of patriotism. Are they accessible to children? Preschoolers, especially older ones, have access to a feeling of love for their native village (city), their native nature, for their homeland. And this is the beginning of patriotism, which is born in knowledge, and is formed in the process of purposeful education." The source of the formation of a child's love for his native place is his participation in socially useful work, and the civil responsibility of parents and relatives» [2].

Considering the recommendations of the Federal State Educational Standard for Preschool Education, we will consider some preschool education programs.

The need for patriotic education is reflected in programs such as "From birth to school", "Childhood", "Origins", "From childhood to adolescence", "I am a man", Authorized "program of moral, patriotic and spiritual education of preschoolers", etc. ...

The program "From birth to school" (edited by NE Veraksa, TS Komarova, MA Vasilyeva). The authors of the program "From birth to school" are constantly working to improve and develop the program, applied methods and technologies [3].

Particular attention is paid to such important aspects of moral education as patriotic education, support for traditional values. The main goals of the program are: "creation of favorable conditions for a full-fledged life of a child of preschool childhood, the formation of the foundations of the basic culture of the individual, the all-round development of mental and physical qualities in accordance with age and individual characteristics, preparation for life in modern society, etc." Much attention is paid to the development of the child's personality, the preservation and strengthening of children's health, as well as the upbringing of such qualities in preschoolers as patriotism, an active life position, a creative approach to solving various life situations, and respect for tradi-

tional values. The program pays great attention to fostering patriotic feelings in children, love for the Motherland, pride in its achievements, confidence that Russia is a great multinational country with a heroic past and a happy future. The program covers four age periods of development of children from 3 to 7 years. Already in the second youngest group, children begin to talk about their native land – a small homeland. They begin to form an interest in the city, the village in which they live. They acquaint children with the objects that surround them: a house, a shop, a street, a kindergarten, a school. In the middle group, the topic is expanding, and preschoolers are given ideas about public holidays that are understandable to them. Children are told about the Russian army, about the soldiers who guard our Motherland. In the older group, children's ideas about their home country, public holidays are expanded; form the idea that the Russian Federation (Russia) is a huge multinational country. In the preparatory group, the knowledge of children about the flag, coat of arms, anthem is consolidated (the hymn is performed during a holiday or other solemn event). The implementation of this principle ensures that national values and traditions are taken into account in education, makes up for the shortcomings of spiritual, moral and emotional education.

Childhood program (T.I. Babaeva, A.G. Gogoberidze, Z.A. Mikhailova and others). The motto of the program «Feel – Cognize – Create» defines three interrelated lines of the child's development, which permeate all sections of the program, giving it integrity and a single direction.

The program has two main goals – initial socialization and the introduction of children to universal human values. The program implements the principle of ethnocultural correlation of preschool education – from childhood, a child is introduced to the origins of the folk culture of their country. The program pays great attention to works of oral folk art, folk choral games, music and dance, arts and crafts of Russia. The program involves fostering respect for other peoples, interest in the world community [4].

The program "Origins" allows children to form a holistic idea of the nearest socio-cultural environment, themselves in this environment.

Much attention is paid to the formation of the spiritual and moral foundation of the individual, as well as to attach the child and his parent to the basic spiritual, moral and socio-cultural values of Russia [5].

The program is designed for 4 years of development for children from 3 to 7 years old.

In the program "Origins" the problem of patriotic education is carried out through the

cognitive and aesthetic development of the preschooler. Cognitive development includes such sections as «The world in which we live», «Nature and the child.» Within the framework of these sections, the beginnings of self-awareness of the preschooler are formed and the mastery of basic information on the history, geography and culture of the Motherland, the upbringing of a generation of people who are aware of themselves in continuous the context of history related to the past, present and future of their culture, education of respect for nature, familiarization with domestic works of painting, graphics, sculpture and arts and crafts.

The authorized “program of moral, patriotic and spiritual education of preschoolers” was developed by the deputy head for educational and educational work of the MDOU “Kindergarten No. 8” of the combined type of the village of Staroshcherbinovskaya, Krasnodar Territory. The program covers three age periods of the development of children: from junior to senior preschool age. [6].

The program contains three sections: moral, patriotic and spiritual education of children. The tasks of all three sections are differentiated, but the components of the work are interrelated and interdependent.

The leading goals of this program are: creation of favorable conditions for the formation of the foundations of the basic spiritual culture of the child; acquaintance of the child with the system of universal norms, rules and requirements for personality behavior in all spheres of human life and activity in modern society; the formation of positive feelings for the country, its people, its national culture, contributing to the emergence of a feeling of love for the Motherland.

Moral, patriotic and spiritual education of preschool children is impossible without the process of socialization. Socialization is the process and result of a child's assimilation of social experience as he or she psychological, intellectual and personal development, that is, transformation under the influence of training and education of his mental functions, the appropriation of social and moral values, norms and rules of behavior, and the formation of a worldview.

As a result of socialization, the child becomes a cultured, educated and well-mannered person who has mastered the social norms and rules of behavior accepted in a given society, which regulate human relationships. At the same time, the social conditions in which the child's psychological and behavioral development takes place are important.

In the modern system of preschool education, great attention is paid to the use of folk culture in the educational activities of preschool

education. Consider the patriotic potential of preschool education programs in Yakutia.

In Yakutia, the first kindergartens were founded in 1922. The upbringing and educational work in them was carried out according to the programs of the Russian Federation, which necessitated the translation of program material from Russian into Yakut by the educators themselves in the course of working with children. Special books in the Yakut language on raising children appeared in 1932. The first anthologies for national kindergartens appeared in the 60s of the 20th century, which included the works of Yakut writers, poets for children, translations of fairy tales, stories of Russian writers. In 1991. The first Concept for the development of national kindergartens was adopted (L.P. Lepchikova, D.G. Efimova, M.P. Zakharova, R.V. Savvinova), taking into account the upbringing and education of children in their native language. As a result, the author's groups have developed the programs “Program of education and upbringing of children in the Yakut preschool educational institutions” (1992-1994) and the basic program “Toskhol” (1998). The book for educators “Introducing preschoolers to Yakutia” (DG Efimova, VK Arzhakova et al., 1998) was the first edition providing a national-regional component. «The program of education and upbringing of children in Yakut preschool educational institutions) has been developed as a regional component to the Model Program of the Russian Federation. The creation of the first program of national kindergartens characterizes a new stage in the development of the content of education and upbringing in preschool institutions of the republic [7]. The program “Toskhol – the national basic program for preschool institutions” (Kharitonova M.N., Lepchikova L.P., etc.) is most in demand in the republic. The program was developed as a result of experimental work in preschool institutions of Suntarsky, Nyurbinsky, Verkhnevilyuisky, Namsky uluses and the city of Yakutsk, it is connected with the concepts of development of national schools and preschool institutions of the republic. It gives the main directions of upbringing and teaching children 3 – 7 years old: social development – the concept of “I am a person”, attitude towards others; physical, aesthetic, cognitive development, visual, musical arts, Yakut folklore, etc.

The ethnopedagogical foundations of raising children are also implemented in the programs “Erkeii” by A.P. Okoneshnikova, “Sakha Folklore” by Tatarinova Kh.K., Ivanova G.N., Lepchikova L.P., “Chomchuk saas” by Nikolaeva E.N., Ivanova EM, «Program for involving children in the process of revival and further development of the culture of the peoples of Yakutia» Okoneshnikova A.P.

Much attention in these programs is paid to the development of native speech, additional classes are introduced in the Yakut spoken language in Russian-speaking groups. For children, creative contests in the spoken Yakut language, contests for reciters, songs «Min duuham sakhalyy ylyr», theatrical performances based on Yakut folk tales, «Polar Star», satire and humor contests «Dieibe, deebe o5olor», «Chabyr», «Round Dance of Friendship». It has become a tradition for preschool institutions to participate in the celebration of the Day of the Yakut language in the republic. Events are also organized in various forms: «Week of the Yakut language», «Week of olonkho», thematic exhibitions of children's works, etc. Parents take an active part in these events. In many kindergartens, museums of nature, local history, folk crafts, etc. are organized. The national holiday Ysyakh is held annually in all gardens. This event is the final lesson in teaching the Yakut language.

The leading principles of educational and educational activities of a preschool educational institution are:

- acquaintance of preschoolers with the culture of their homeland, their country of Russia and the whole world;
- fostering respect for working people, motivation to preserve the traditional occupations of ancestors;
- taking into account the peculiarities of the conditions and way of life of the indigenous peoples of the North.

In the kindergartens of the northern uluses, the «Program for teaching children the Evenk language», «Yukagir language for preschoolers» (P.E. Prokopyeva) were introduced.

The pedagogical institute has developed a model of ethnocultural preschool education, consisting of the directions «I am a representative of my people», «I am a citizen of my republic», «I am a citizen of Russia».

The construction and implementation of this model is based on the integration of Olonkho Pedagogy, Pedagogy of the North and scientific pedagogy, ethnocultural principles identified by A.M. Lobokom [8]. Olonkho pedagogy is aimed at familiarizing preschool children with the heroic epic of their native people – olonkho, with olonkho heroes, their human qualities, their deeds in the name of saving their native land, the ideal of a national hero, lifestyle, folk traditions. The transformation of the axiological aspect of the olonkho heroic epic into modern forms and methods of upbringing contributes to the formation of the emotional and personal sphere of childhood, value orientations of the younger generation. Thus, a teacher with ethnocultural competence educates a person who helps preserve the har-

mony of the «nature-man-society» system, reducing the risk of dangers in society, i.e. the formation of a person with a new worldview inherent in a person of a safe type is assumed [9].

Pedagogy of the North is aimed at using the principles, means, and forms of ethnopädagogy of the indigenous small-numbered peoples of the North in the practice of teaching and upbringing of preschool children.

Ethnopedagogical principles include the principles of serge, booth, sandalwood. The serge principle is viewed as the principle of understanding and dialogue. Serge is a symbol of Yakut culture. On the one hand, it is a hitching post, a post to which a Yakut ties his horse. On the other hand, serge for the Yakut is the spiritual pillar on which the world rests. The symbol of life and spirit on which the Yakut worldview and worldview rests.

The booth principle is considered as the principle of the unity of the inner and outer world. Balagan is a Yakut dwelling. In the traditions of raising children of the Sakha people, a huge role is assigned to the personal life example of family members (uhuyuu). The educational process takes place inside and around the «booth», which becomes a symbol of the unity of the inner and outer world. It is here that the child discovers ethical norms and values. The sandalwood principle embodies the principle of communication in the model. Sandals are a symbol of communication, communication between a person and society, as a result of which his own picture of the world is born [10].

In the course of the implementation of the ethnocultural model of raising children, trends in the development of ethnocultural education are revealed. These trends are reflected in the projects: «Towards social partnership through the creation of free educational space» DOE «Suluschaan» p. Sytan of the Churapchinsky ulus; «Kindergarten – a center for the revival of the Evenk language and work with society» of kindergarten № 38 p. Iengra «Zolotinochka»; «Human values as the basis for civic education of children in the ethnosocium» of the Mayinsky preschool gymnasium «Kencheri» of the Megino-Kangalassky ulus; «Upbringing of preschoolers on the Evenk traditions» of the kindergarten «Tullukchaan» Olenek of the Olenek ulus; «Integration of preschool and additional education in the educational space of olonkho» MBDOU-TsRR-D / S No. 8 p. Verkhnevilyuisk; «The use of olonkho pedagogy in the socialization of a preschool child (creative laboratory)» MBDOU-kindergarten № 6 p. Berdigestyakh of the Gorny Ulus; network interaction «Aryly kostuk» on the introduction of pedagogy of the olonkho preschool educational institution «Suluschaan» p. Ytyk-

Kyuel, "Sardaana" s. Kyyy, "Alyonushka" s. Cherkekh, "Michil" p. Borul of Tattinsky ulus. The practice of implementing the model is directly related to the social order of society in the formation of a personality with ethnocultural competence.

Research results and their discussion

Based on a review of programs with a patriotic orientation, we conducted a survey among the heads of kindergartens in the Nyurba ulus of the Republic of Sakha (Yakutia) to identify the question of what educational programs are being implemented in these preschool educational institutions. It was revealed that 24 preschool educational institutions function in the ulus. Of these, 23 preschool educational institutions work under the federal program "From birth to school" edited by M. A. Vasilyeva, V. V. Gerbova, T. S. Komarova and one preschool educational institution – under the program "Childhood" T. I. Babaeva, A.G. Gogoberidze, O. V. Solntseva and others. The main federal educational programs are supplemented by regional programs of the ethnocultural model of preschool education ("Toskhol" and programs of indigenous minorities of the Republic of Sakha (Yakutia)).

In this way, models of preschool education continue the pedagogical traditions and ethno-pedagogical ideas of Russia. Preservation of the native language, literature, culture ensures the full functioning of bilingualism in education, conditions are created for the full development of an individual who understands and respects his own culture and the culture of other peoples in the continuity of the «preschool education – school – university» relationship. Despite the variety of programs, the tasks of patriotic education in them are reduced to the following:

- «develop ideas about the hometown and country;
- to form the initial feelings of patriotism as a universal human value (love for one's family, kindergarten, native land, country, others);
- to promote the child's awareness of himself as a citizen of his country, his native republic».

Conclusions

Summarizing the review of the programs, the following conclusions can be drawn: modern programs allow the teacher to set their own accents in the implementation of the directions of patriotic education of preschool children: through the socialization of children and their

entry into social relations; through familiarizing children with the art of their native land; through familiarizing children with the beauty of the world around them.

We believe that it is better to start the formation of patriotism with the knowledge of the small homeland (family, place where he lives – city, village) and the formation of a sense of belonging to it, and then to the big Motherland – Russia. Various means and methods of patriotic education of children in various types of activity are provided, the sequence of material for easier assimilation by children is determined, the content of patriotic education is specifically determined by age groups, all tasks are solved in a complex.

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