

# Preparing of Future Specialists for Civic Education of Preschool Children

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**Abstract:** The problem of teacher training of civic children education of older preschool age is disclosed. The condition of investigated problem is analyzed, the essence of the key research concepts is clarified, the criteria, indicators and levels of civic children education of older preschool age are disclosed. The purpose of the study is to determine certain levels of preparedness of future preschool teachers for patriotic education of older preschool age, to highlight the structural-functional model of the effective formation of future teachers of preschool educational institutions for civic education of older preschool age, justification and testing of pedagogical conditions for its implementation.

Studying the reality of readiness of future teachers for the patriotic education of older preschool age allowed identifying the following levels of readiness of future teachers in the control and experimental groups: high, sufficient, average, low. In the course of study, we developed a structural-functional model for the formation of the readiness of future tutor for the civic education of older preschool age with the following structural components: purpose, principles, methods, forms, means, structural components, pedagogical conditions, criteria, indicators, levels and results – the readiness of future teacher for the patriotic education of senior preschool age. The following principles are related to the pedagogical principles underlying the model: the principle of humanization, personalization, individualization, professional competence, optimization.

**Keywords:** *training, civic education, preschool children, patriotism, stages of preparation.*

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## 1. Introduction

The education of patriotism among the young generation, devotion of strengthening statehood, and an active citizenship are now recognized as problems of a national level.

Patriotic education is one of the priority areas of the national education system and provides for the formation of civic feelings, love for the people, a deep understanding of civic duty, readiness to defend the state interests of the motherland. The means of patriotic education include the native language, history, literature, native, cultural and spiritual heritage, and etc. The article by Scotton (2020) identifies the main characteristics that education must always possess in order to effectively promote a democratic and participatory civic education.

The patriotic education of citizens is the most important factor in the direction of the state and society towards the conscious formation of an active civil society, ensuring the overall sustainable development and national security of the state. The effectiveness of this process depends on the sequence of pursuing unified policy and the coordination of actions of all social institutions, on their functional readiness. But a significant contribution to the formation and development of civic consciousness, the education of civil-patriotic qualities in youth should be made by modern educational institutions.

Reforming the education system of Ukraine in the context of social transformations necessitates its improvement, approaching the levels of world educational standards.

The strategic tasks of the development of higher education system necessitate the solution of scientific and practical problems related to the professional preparation of the future teacher for the patriotic education of older preschool age.

In modern psychological and pedagogical science, general issues of patriotic education are considered in the works of domestic and foreign scientists.

Rogach (2019) considers patriotic education in the global era of Randall Curren and Charles Dorn. Curren and Dorn formulate a new concept of virtuous patriotism and emphasize the importance of civic virtues, such as civic intelligence and civic friendship, for human prosperity.

Hernandez-Diaz et al. (2019) note that the formation of students' labor qualities of personality is a necessity of society. In their study, scientists determine methodological proposals for developing the Work of Patriotic Education program. As revealed in the study by Yezhova, Pashkevich, and

Manoilenco (2018), in many fashion education institutions, the curriculum includes social and humanitarian aspects of specialist training.

Miroshnichenko et al. (2019) consider the effectiveness of pedagogical conditions in the military-patriotic education of future border workers. The research results indicate that the pedagogical conditions of the authors positively influenced the military-patriotic education of cadets. An analysis of the results confirmed the proposed hypothesis about the effectiveness of certain pedagogical conditions for the military-patriotic education of future border officers and the possibility of using them in practice.

González Leandri (2019) analyzed the stories of social cohesion that crystallized during the first decade of the twentieth century in Argentina. The author specifically focuses on the systematic promotion of patriotic education in schools, an experiment that provided for disagreements and even clashes between different views and ways of understanding social and cultural actions. Stories of patriotic education in Argentina in the early 20th century, is dedicated to the study (Matias Benitez & Abraham Parellada, 2017).

Gusacov (2019) makes the first step absolutely necessary for a systematic study of problem of the education of patriotism in his research, as a solution for building social solidarity between groups of Israel citizens and within them. Explores the justification and practicality of cosmopolitan-patriotic education as a replacement for the unique local civic education in modern Israel.

Murzina and Kazakova (2019) are considering perspective ways of patriotic education. The authors note that patriotic education is a strategic guideline of the education system. However, in the current sociocultural situation, characterized by diversity, inconsistency, multi-vector nature of the development of society and a multi-stylistic culture, it is necessary to reconsider the forms of civic education in order to correct them in accordance with the requirements and mental characteristics of new young generation – the so-called “generation Z”, which differs significantly from the previous generation peers.

Rostovtseva, Gel'fond, and Miroshina (2019) conducted a social study on the patriotic education of older students. Researchers note that the demilitarization of patriotism appears when young people who consider themselves patriots are often ready to “love their homeland”, but less often to “defend it with weapons” and even “work for the good of the country”. Among the factors that develop patriotism, the “history of ancestors and family” has a strong place in the ideas of Tulas' students.

The article by Berezina et al. (2019) analyzes the results of a study of the possibilities of a historical museum in shaping the civil law base of schoolchildren patriotism.

The article by Rojas et al. (2014) describes the practice of training preschool teachers in the formation of patriotism at children of Chile's most multicultural region. Tangatarova et al. (2019) consider the problem of the formation of Kazakh patriotic values in primary school students using local history materials. Researchers note that today the leading principle of education should be based on the roots of the national tradition.

The article by Marzęcki (2019) examines the category of patriotism from a social point of view, and also presents research data on the meaning of patriotism among Polish students. Gusacov (2018) notes that the upbringing of patriotism, it is love and fidelity of Motherland, it can be an educational solution for restoration and cohesion, as well as for building social solidarity between groups of Israel citizens and within them. Of interest is the use of the theory of pedagogical discourse and practice of Basil Bernstein to explain the contradictions associated with civic education in Hong Kong (Yan, 2020).

Goloborodko et al. (2018) determine that the formation of patriotic and civic qualities is an integral segment of professional training in the segment of media education.

Belyaeva et al. (2018) note that the role of higher education is important, one of the social institutions, forming a competent specialist and educating the citizen and patriot of Motherland, who are ready to defend their homeland and strengthen her honor and dignity.

Inshakov (2017) considers and substantiates the theoretical foundations of the patriotic education of preschool age.

Korotaeva and Belousova (2018) consider general and specific approaches to the issue of patriotic education of preschoolers. Scientists are conducting a comparative analysis of patriotic education program based on Russian and Chinese kindergartens to determine children's associations with the concept of Motherland.

However, an analysis of scientific sources showed that the problem of preparing future educators for the patriotic education of older preschool age, in our opinion, has not been sufficiently studied today. The study of the current state of preparation of future teachers for educational work, as well as the level of their patriotic maturity revealed objective contradictions between: the objective needs of society in the quality preparation of future teachers for the patriotic education of older preschool age and insufficient scientific and methodological support for such training; standard educational

content and specific tasks of preparing future tutors for patriotic education of older preschool age; modern requirements for the level of training of future teachers for the civic education of older preschool children and the lack of scientifically based models for its formation in the process of training.

## 2. Material and methods

To achieve the goal of study, the solution of target tasks, a set of research methods was used:

- theoretical: study and analysis of philosophical, psychological, pedagogical, methodical literature on the problems of upbringing and the readiness of future teachers to implement patriotic education of high preschool children; generalization of scientific, theoretical and empirical data to build a model and determine the pedagogical conditions for the formation of the studied education; analysis of regulatory documents on patriotic education and training of future preschool education specialists;

- empirical: diagnostic (questioning, testing, conversation and self-esteem of students) in order to identify their readiness for patriotic education of preschool children;

- pedagogical experiment: to identify the effectiveness of experimental work;

- statistical: for comparison and evidence of reliability, quantitative and qualitative analysis of the data obtained from a pedagogical experiment.

In the course of our scientific research, we determined the criteria, indicators, and levels of patriotic education of older preschool age.

So we identified the main components of national-patriotic education: emotional-motivational, cognitive, activity-behavioral, reflective.

In the study, one of the key is the concept of “patriotic education”. We consider “patriotic education” as the process of formation of personality value to people, homeland, state, nation.

Based on analysis of studies on the identified problem, the preparation of future teachers of preschool institutions for patriotic education of preschool age is defined as a conscious, personally significant and internally susceptible process of forming students' readiness for patriotic education of preschool age, acquires development as a result of self-improvement, self-development and professional self-education of future specialists. The readiness of future teachers for patriotic education of preschool age is defined as state of formation of professional competence in the implementation of patriotic education of preschool age, which is

characterized by the presence of cognitive, motivational-value and activity components.

The authors conducted an experiment to clarify future teachers' training of pre-school education institutions in relation to the patriotic education of older preschool age, it was consisted of following stages: ascertaining, formative, control.

**Participants.** The experiment was attended by students – future teachers of specialty 012 “Preschool education” of such Ukrainian institutions of higher education: Mykolaiv V. O. Sukhomlynskyi National University, Vinnytsia State Pedagogical University named after Mykhailo Kotsiubynsky, Transcarpathian Hungarian Institute named after Ferenc Rakoczi II, and Khmelnytsky Humanitarian and Pedagogical Academy, 3 and 4 years' students (121 students were experimental groups and 124 students were control groups). All participants: 18-25 years old.

One of the mandatory requirements of research ethics, which is fixed in all codes of professional ethics, is also reflected in the current legislation of Ukraine, it is to inform participants about the contents of study and to obtain from them voluntary consent to participate in it. Therefore, the research was planned and carried out in full accordance with the rules of professional ethics and law.

All participants agreed to participate in the experiment. The experiment was carried out by decision of the Academic Council of the Mykolaiv V. O. Sukhomlynskyi National University (protocol No. 18 of 10.05.2019).

We determined the components, criteria and indicators of the readiness of future teacher for patriotic education of older preschool age (see Table 1).

**Table 1.** Components, criteria and indicators of the readiness of future teachers for patriotic education of older preschool age

Components	Criteria	Indicators
Cognitive	<ol style="list-style-type: none"> <li>1. Legal</li> <li>2. Special theoretical</li> <li>3. Special-technological</li> </ol>	<ol style="list-style-type: none"> <li>1. Knowledge of legal and theoretical framework of national-patriotic education of preschool age</li> <li>2. Knowledge of modern features of the organization of educational process of the institution of preschool education</li> <li>3. Understanding the specifics and characteristics of the patriotic education of</li> </ol>

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		older preschool age
Motivational- emotional	<ol style="list-style-type: none"> <li>1. Personal value</li> <li>2. Sensual and emotional</li> <li>3. Motivational orientation</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual features of future teachers, their value orientations</li> <li>2. The level of formation of national-patriotic consciousness of personality</li> <li>3. The formation of motives for the implementation of patriotic education in preschool institution</li> </ol>
Active- Behavioral	<ol style="list-style-type: none"> <li>1. Practical and transformative</li> <li>2. Active educational</li> <li>3. Valuation and regulatory</li> </ol>	<ol style="list-style-type: none"> <li>1. The formation of skills in organizing the process of national-patriotic education of older preschool age</li> <li>2. The ability to patriotic self-realization</li> <li>3. The formation of attitudes towards patriotic leadership, analysis, self-improvement, creativity</li> </ol>

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The ascertaining stage was aimed at determining the levels of readiness of future teachers for patriotic education of older preschool age.

At this stage of the experimental work, experimental and control groups of students were selected from the general population of all students. For each group of participants in the ascertaining experiment, in accordance with the program and qualification requirements, a series of questions and test tasks were developed. Some of them were included in questionnaires and tests, and some identified topics for conversations or interviews.

In this case, the selection of students to participate in the experiment was carried out so students in the control and experimental groups had approximately the same success and level of knowledge in patriotic education. It should be noted that students of the experimental and control groups were in the same conditions of material and technical security.

At the constituent stage, 3-4 year students were tested on specialty 012 "Preschool education" to determine the initial level of formation of patriotic education in them. For this, questionnaires were developed requiring elementary research. Test results were evaluated by the number and quality of completed tasks.

At this stage, the experience of higher education institutions in patriotic education was analyzed, diagnostic methods for studying the level of patriotic education of students of a pedagogical university were selected and implemented; A qualitative and quantitative analysis of results was carried out to identify the initial level of patriotism among students.

The identification of the levels of readiness of future teachers for the patriotic education of older preschool age provided for preliminary work related to the selection and development of methods, test tasks, self-assessment cards, and criteria for evaluating students' activities during pedagogical practice. More clearly this work is presented in table 2.

**Table 2.** Identification of levels of readiness of future teachers of preschool institutions for the patriotic education of high preschool children

<b>№</b>	<b>Components</b>	<b>Criteria</b>	<b>Diagnostic types</b>
1	Cognitive	Legal	Test tasks
		Special theoretical	Test tasks on the theory of national-patriotic education. Self-esteem
		Special-technological	Test tasks
2	Motivational-emotional	Personal value	A test to determine the level of formation of civic and patriotic qualities
		Sensual and emotional	Test for the diagnosis of national-patriotic consciousness of personality
		Motivational orientation	Questionnaire
3	Active-Behavioral	Practical and transformative	Technology analysis of the educational aspect of the lesson
		Active educational	Analysis of educational activities
		Valuation and regulatory	Practical activities. Test tasks

To determine the levels of readiness of future teachers for the patriotic education of older preschool age among university students, we conducted questionnaires, testing and various questionnaires. We present the results of some questionnaires and methods.

For example, in order to determine the knowledge of the regulatory legal and theoretical framework of the national-patriotic education of older preschool age and the knowledge of modern features of the organization of educational process of preschool educational institution, students were

offered test items to determine the formation of the regulatory criterion and test items in theory national-patriotic education.

Analysis of test tasks for determining the regulatory criterion showed that 7% of students in the control groups and 6% of the experimental groups had high level of knowledge, 19% of the control and 21% of the experimental groups had sufficient level, 56% of the control and 54.5% of the experimental groups – average level, 18% of the control and 18.5% of the experimental groups – low level of knowledge. Most of the respondents correctly answered the third question of the test, which related to the expected results of the implementation of system of national-patriotic education in accordance with the Concept of national-patriotic education of children and youth. Accordingly, we can conclude that the studied students are not at the proper level familiar with the legal documents of patriotic content. Only 4% of respondents gave the correct answer. Most of the respondents gave the correct answer to the eighth question of the test, which related to the succession process: 93% gave the correct answer, 7% – the wrong answer.

Analysis of test tasks to determine a specially theoretical criterion for the theory of national-patriotic education showed that 9% of the control and 10.5% of the experimental groups of students surveyed have a high level of knowledge, 16% of the control and 15% of the experimental groups have a sufficient level, 52% of the control and 50% of the experimental groups – the average level, 27% of the control and 24.5% of the experimental groups – a low level of knowledge. Most of the respondents correctly answered the fourth question of the test concerned two concepts of patriotism, which the researchers single out: only 4% of the respondents gave the correct answer, 96% gave the wrong answer. Most of the respondents gave the correct answer to the first question of the test, concerning the definition of national-patriotic education of children and youth: 97% gave the correct answer, 3% - the correct answer.

The test for determining the levels of formation of civic and patriotic qualities, proposed by Ignatenko et al. (1997) provides for an assessment of civic and patriotic qualities on a five-point scale (0, 1, 2, 3, 4), while it should be noted that 4 points are the maximum the level of this quality, 3 - high, 2 - medium, 1 - low 0 - a complete lack of quality and the presence of the opposite, anti-civilian quality. Among the civil and patriotic qualities proposed for assessment are: a propensity for state interests, public initiative, democracy, humanism, ethnicity, state patriotism, civic responsibility, civic discipline, civic consciousness, politicism, a tendency towards universal values, national pride, readiness to defend the homeland with military means,

tolerance for representatives of other ethnic groups, concern for the state language, increasing its prestige, respect for national traditions, awareness of law, optimism regarding the state, a sense of local patriotism (love of the place of residence, a person of culture), devotion to the Ukrainian state, civic activism, civic devotion, etc.

The sensory-emotional criterion of the readiness of future teachers for the patriotic education of older preschool age is aimed at determining the level of formation of the national-patriotic consciousness of the person. We have developed test questions.

To the second question of the test: "My nationality is very important for me" – 82% of students in the control and 83% of the experimental groups agreed with the statement, 12% of students in the control and 11.5% of the experimental groups partially agreed with this statement, 6% of students in the control and 5.5% of the experimental groups did not agree with this statement. To the sixth question of the test: "Do you strive to communicate in Ukrainian?" – 56% of students in the control and 57% of the experimental groups answered the questions "yes, always", 42% of 6 students in the control and 41.5% of the experimental groups answered the question "in certain situations", 2% of students in the control and 1.5% of the experimental groups answered the question "never." According to the results of the test, we came to the conclusion that 35% of students in the control and 34% of the experimental groups have a high level of patriotism, 52% of students in the control and 54% of the experimental groups have an average level of patriotism, pronounced national-patriotic self-awareness, 13% of students in the control and 12 % of experimental groups have a low level of patriotism.

The motivational-orientational criterion was studied using the questionnaire we developed, which included the statement:

1. I like to engage in educational activities.
2. I enjoy working with children.
3. You consider it necessary to educate children as citizens, patriots, humanists.
4. I take an active part in national-patriotic life.
5. I am pleased to see the result of my educational activities.
6. I consider the national-patriotic upbringing a necessary component of child's upbringing.
7. Performing the teacher's duties , I assert myself.
8. I consider myself ready to engage in national-patriotic education, since I am a patriot of my country.

For the initial level, the adoption of statements by phones is characteristic: 2,7; for the middle level: 1, 2, 4, 5, for the high level of 1, 2, 3, 4, 5, 8.

Since the active-behavioral component assumes the formation of skills in organizing the process of patriotic education in the institution of preschool education, considerable attention was paid to the implementation of the educational aspect of the lesson and educational activities.

During practical classes in the course “Preschool Pedagogy” in the second year, we observed students from control and experimental groups and analyzed the effectiveness of the educational potential of the lesson.

We have used technology analysis of the educational aspect of the lesson. The methodology and technology of observation and analysis of the educational aspect is aimed at identifying and evaluating such areas (Appendix G):

1. The conceptual direction (the personality of the teacher (example) is characterized, his optimism, relations with people in the class, attitude to things, to the environment)

2. Educational work in the lesson (characteristics of the workplace, the ability to plan, the activity of the teacher, independence, respect for the truth, zeal, etc.)

3. Education of discipline (such components are considered as: parenting, maintaining order, responsibility, listening skills, requirements for the lesson, tact, reasonedness. Requirements based on: trust, success, interests)

4. A personal approach in the lesson (pedagogical love, understanding of children, helping children, assessing children).

During the students' educational activities, the following parameters were determined for its assessment:

- Theme of the event (should be relevant and targeted, corresponding to the age characteristics of the children's group, their needs and interests)

- the form of the event (bringing the feasibility of this particular form of the event, it should correspond to the psychophysical characteristics of children, to take into account the selected form of the possibility of all children);

- the purpose of the event (should be clear, specific, aimed at the level of development of child's upbringing);

- training of the event (there should be an available and well-thought-out plan or training program, specific assignments for children should be distributed, the content of organizational activities in the training

process should be taken into account, the chosen place of the event in the general educational system, the teacher should take the role of a leader and direct the training of the event, it is necessary to ensure the coordinated work of the team, to form a relationship of cooperation, mutual assistance and exactingness)

- holding the event (there must be humane and democratic relations between the participants of the event, the accuracy and organization of the beginning, aesthetic design, the preparedness of children for the active perception of new information, the content of the event, reliability, scientificness, emotional saturation of factual material, connection with life, reliance on children's life experience , it is necessary to strictly observe the regulations, the appropriateness of its use, involve representatives of the public, parents in holding the event, the effectiveness of their participation, choose the appropriate methods and methodological techniques, the optimality of the event (conversation, morning, lecture, hour of communication, etc.), the role of the teacher in holding the event, his pedagogical skills, attention, interest, discipline of children, the rational use of visibility, the focus of the event on the development of personality, universal features, improving the general cultural level of development, interconnection with life, observance during the event of sanitary and hygienic requirements, rules on fire safety, prevention of overwork and taking into account the peculiarities of children's physical development.

- general conclusions (upon completion of the event, the goal must be achieved, the developmental, educational, cognitive opportunities of the event must be realized, the attitude of children to the West, the degree of their satisfaction, the result of the educational event for the development of children, the formation of their citizenship, self-esteem, moral - volitional qualities, perceptions, responsibility for aesthetic feelings and tastes, etc.).

The assessment and regulatory criterion of the active-behavioral component presupposes the ability to evaluate one's own practical activity and the ability to regulate it in the process of implementation in and out of a lesson. A high level of formation of the assessment and regulatory criterion is characterized by the coincidence of the self-assessment of the lesson or educational event with the assessment of the teacher and the adequacy of their own reaction to this assessment. A high level is characterized by a discrepancy in self-esteem and assessment of the teacher's activity of 1-2 points and the recognition of their own mistakes with an adequate response to them. The average level of formation of the assessment and regulatory criterion is characterized by a difference of 3-4 points, a partial awareness of their mistakes and a partial ability to adequately respond to comments made.

A low level is characterized by a discrepancy in self-esteem and assessment of the activity of teacher in 5 or more points, inability to adequately respond to criticism and comments.

During the ascertaining stage, we determined that the patriotic education of students provides for the implementation of such groups of tasks as: to form students' attitude to patriotism as a socio-moral value; to form and develop of future teachers an interest in educational activities of this nature; to form and develop positive motives of students' activities in the preparation process, to form theoretical preparedness: to provide students with methodological knowledge; provide theoretical and methodological knowledge; provide students with technological knowledge; to form practical preparedness: to form students' practical skills necessary for the implementation of the educational work of this plan.

Achievement of the above objectives occurred in the process of classroom and extracurricular work: patriotic projects were introduced in the activities of the educational institution, the process of professional self-education was organized, thematic discussions were held to increase motivation for pedagogical activities on the topics: "How to raise a little patriot", "Attracting older preschool children into the political life of Ukraine "and others; educational moments of patriotic content were introduced: "Glorious Ukrainians", "Cossack family", "Paths of outstanding Ukrainians", etc. For the effectiveness and efficiency of conversations, pedagogical situations, problematic questions were used, interactive exercises, role-playing games, discussions and trainings, etc. were held.

Based on the analysis of psychological and pedagogical literature, the study of the opinions of scientists, the analysis of the state of preparedness of future teachers for the patriotic education of older preschool age, four levels of their preparedness are developed and scientifically substantiated: high, sufficient, medium, low.

The level of preparedness of future teachers of preschool educational institutions for the patriotic education of older preschool age:

1. High level – characterized by a deep understanding of the essence of patriotism, the presence of a clearly argued patriotic position, and stable value orientations. The current ability to creatively approach the patriotic education of older preschool age, the ability to create their own system of organizing patriotic education based on the theoretical and practical experience of the kindergarten teacher.

2. Sufficient level – characterized by the formation of patriotic qualities and the development of positive motivation for the patriotic education of older preschool age, the ability to embody the theoretical

knowledge, skills and patriotic education of older preschool age, to put into practice and transfer the experience gained in organizing into new conditions patriotic education of children of preschool age.

3. Average level – is characterized by a fragmented ability to embody theoretical knowledge and reproduce in practice the well-known experience of organizing patriotic education of older preschool age, the partial formation of attitudes and motivation for the implementation of patriotic education of older preschool age.

4. Low level – characterized by a partial ability to realize the knowledge, skills and patriotic education of older preschool age, the lack of attitudes and motivation for the implementation of patriotic education of older preschool age. Students who are at this level have superficial, unsystematic knowledge of patriotism, and most of them do not try to expand their knowledge of this phenomenon. The need for active patriotic activity is not expressed.

The results of calculations are presented in table 3.

**Table 3.** Levels of readiness of future tutors for patriotic education of children of preschool age (ascertaining experiment)

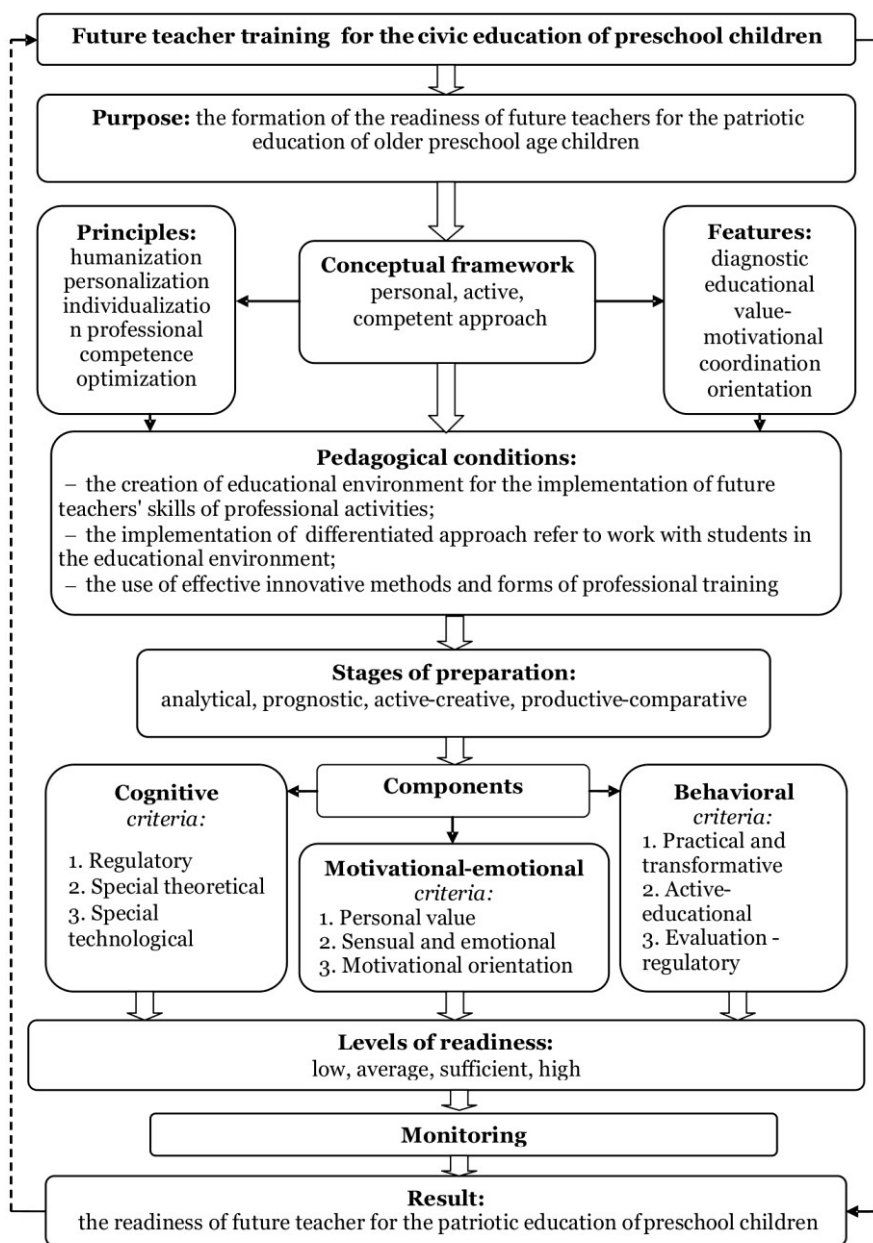
Formation levels	Points	Number of students			
		EG		CG	
		persons	%	persons	%
High	36 – 28	8	6.8	8	6.5
Sufficient	27 – 19	36	29.5	38	30.6
Average	18 – 10	43	35.6	43	34.9
Low	9 and below	34	28.1	35	28.0
Total		121	100	124	100

So, according to the results of ascertaining stage, it was found out that the level of readiness of future teachers for the patriotic education of older preschool age is mainly average.

In the course of the analysis of content of the scientific category “patriotic education”, its importance in shaping the personality of a future specialist, the importance of a targeted pedagogical impact on the student’s personality and the results of an ascertaining experiment, the pedagogical conditions are justified for preparing future teachers to the patriotic education of older preschool age:

- the creation of an educational environment for the implementation of future teachers' skills of professional activities;
- the implementation of differentiated approach to working with students in the educational environment of higher education institutions;
- the use of effective innovative methods and forms of professional training of future teachers for patriotic education.

At the second stage of the experiment, to verify the effectiveness of pedagogical conditions, a molding research experiment was conducted, the program of which provided for the study of dynamic changes in the levels of readiness of future tutors in the patriotic education of older preschool age in accordance with theoretically justified conditions that were introduced into the educational process of higher educational institutions. In accordance with the logic of the study, a molding experiment developed a model for the formation of the readiness of future teacher for the patriotic education of older preschool age (Fig. 1).



**Fig. 1.** Structure-functional model of formation of the readiness of future teacher for the patriotic education of preschool children

The structure of the model reflects the main elements of the process of preparing future teachers of preschool institutions for the patriotic

education of older preschool age: purpose, approaches, functions, pedagogical principles, pedagogical conditions, organizational and substantive stages of the process, components and their criteria, result. The pedagogical principles underlying the model include the following: the principle of humanization, personalization, individualization, professional competence, optimization.

Formation stage was held in the period 2016-2017. Ethical standards for participants in the experiment are observed. The study was conducted in accordance with the thematic research plan of Mykolaiv V. O. Sukhomlynskyi National University (protocol No. 18 of 10.05.2019).

### 3. Results

As a result of the final stage of the experimental work with the aim of analyzing the dynamics of changes that occurred by implementing the pedagogical conditions for preparing future teachers for the patriotic education of older preschool age, a final section was performed using identical studies, and at a constant stage of study.

Based on the results of study, analysis and generalization of the obtained experimental data on the molding experiment, the initial levels of readiness of future teachers for the patriotic education of older preschool age were determined (see Table 4).

**Table 4.** Levels of formation of future educators for the patriotic wiggle of older preschool children (molding stage of the experiment)

Formation levels	Points	Number of students			
		EG		CG	
		persons	%	persons	%
High	36 – 28	22	18.4	8	6.1
Sufficient	27 – 19	53	43.8	38	31.0
Average	18 – 10	37	30.2	44	35.6
Low	9 and below	9	7.6	34	27.3
Total		121	100	124	100

As Table 4 shows, in the experimental group, most students refer to high (18.4%) and sufficient (43.8%), at average level of 30.2% and only 7.6% refers to low level. In the control group, the results differ: 6.1% of future preschool teachers reached a high level, sufficient level of 31.0%, average of 35.6%, and low level of 27.3% of respondents. Thus, we note an increase in the level of preparedness of future teachers for the patriotic wobbling of

older preschool age in the experimental group and a slightly smaller increase in the control group.

The test of the levels of the cognitive criterion indicates that the results of the diagnosis of the levels of formation of the components of the readiness of future tutors for patriotic education of older preschool age by the cognitive criterion increased in the experimental group by 14.6% - a high level, by 13.5% - a sufficient level, and the average level decreased by 6.6% and decreased by 20.3% at a low level; in the control group, the results are different: low-level indicators decreased by 1.3% and 0.8% at a high level, average and sufficient levels rose by 1.1% and 1.0%, accordingly.

The performed test of the levels of the motivational and emotional criterion indicates that the results of the diagnosis of levels formation of the components of the readiness of future teachers for patriotic education of older preschool age by the motivational and emotional criterion increased in the experimental group by 9.1% - a high level, by 12.3% - a sufficient level, while the average level decreased by 4.5% and decreased by 16.9% at a low level; in the control group, the results are different: indicators of a low level decreased by 0.4% and 0.3% at a high level, indicators of an average and a sufficient level increased by 0.1% and 0.6%, accordingly.

The conducted test of levels of the active-behavioral criterion indicates that the results of the diagnosis of the levels of formation of the components of formation of future teachers for the patriotic education of older preschool age by the active-behavioral criterion increased in the experimental group by 12.4% - high level, by 17.4% - sufficient level, while the average level decreased by 5.5% and 24.3% decreased at low level; in the control group, the results are different: low level indicators decreased by 0.5% and 0.3% at sufficient level, average level indicators increased by 0.8%, and at high level remained unchanged. The results of the study according to three criteria are presented in table 5.

**Table 5.** The value of the components of the readiness of future teachers for the patriotic education of older preschool age

Component of readiness	Group	Levels of formation							
		High		Sufficient		Average		Low	
		persons	%	persons	%	persons	%	persons	%
Cognitive	EG	21	17.3	47	39.4	21	17.3	47	39.4
	CG	5	3.7	36	29.3	5	3.7	36	29.3

Motivative emotional	EG	31	25.6	52	43.0	31	25.6	52	43.0
	CG	18	14.7	40	32.3	18	14.7	40	32.3
Active Behavioral	EG	15	12.4	59	49.1	15	12.4	59	49.1
	CG	0	0.0	39	31.5	0	0.0	39	31.5

The conducted test of the levels of the activity-behavioral criterion indicates that the results of the diagnosis of the levels of formation of the components of the readiness of future teachers for the patriotic education of older preschool age by the activity-behavioral criterion increased in the experimental group by 12.4% - a high level, by 17.4% - a sufficient level, while the average level decreased by + 5.5% and 24.3% decreased at a low level; in the control group, the results are different: low level indicators decreased by 0.5% and 0.3% at a sufficient level, average level indicators increased by 0.8%, and at a high level remained unchanged.

The results obtained are the result of classroom and extracurricular work with future teachers of preschool educational institutions in experimental groups. The content of the work was aimed at the implementation of thematic conversations, round tables, trainings, role-playing and business games in vocational training; a combination of a combination of traditional and innovative forms and methods of professional training of students, disputes on the formation of positive motivation to master professional skills, the ability to self-development and self-improvement.

The low level of indicators in the control group is explained by the fact that students in these groups did not participate in the above activities, and did not allow them to increase their level of professional skill.

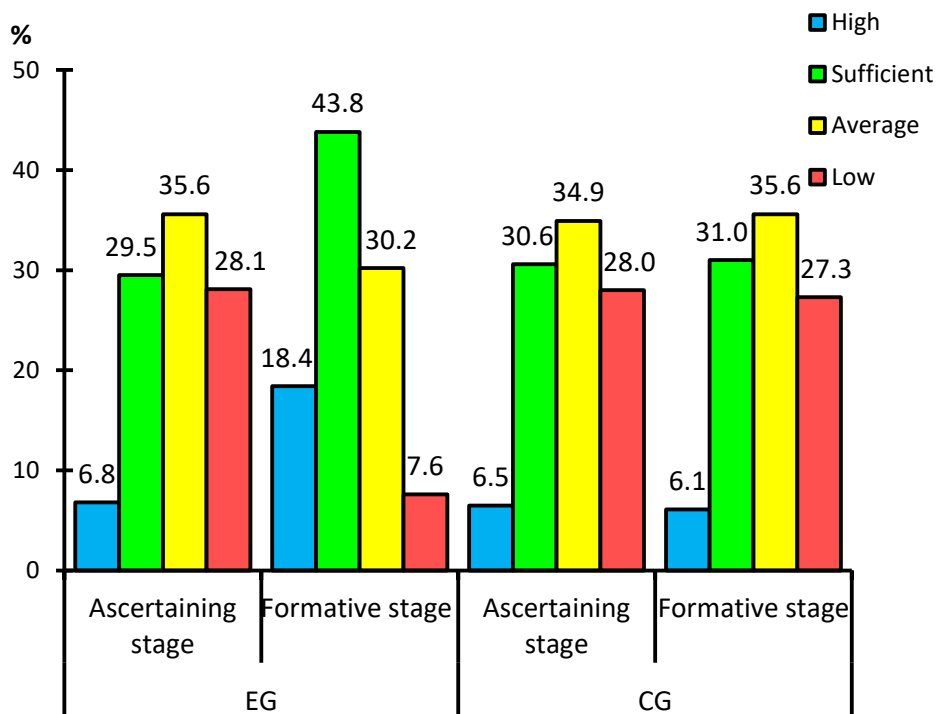
The results showed the following dynamics of indicators: the number of EG students who reached a high level increased by 11.6%, while in the CG the number of students who reached a high level decreased by 0.4%; the number of EG students of a sufficient level increased by 14.3%, while among the students of the CG it increased by 0.4%. There is a decrease in the average level of students of the EG by 5.4%, and among students in the CG, an increase of 0.7%; there is also a decrease in the low level of EG students by 20.5%, while in the CG they decreased by 0.7%.

Comparative results of the levels of readiness of future tutors for the patriotic education of older preschool age at the constituent and formative stages (in%) are presented in table 6.

**Table 6.** Comparative results of the levels of readiness of future tutors for the patriotic education of older preschool age at the constituent and formative stages (in%)

Levels	Groups			
	Experimental		Control	
	Ascertaining stage	Formative stage	Ascertaining stage	Formative stage
High	6.8	18.4	6.5	6.1
Sufficient	29.5	43.8	30.6	31.0
Average	35.6	30.2	34.9	35.6
Low	28.1	7.6	28.0	27.3

The dynamics of changes in the results of the levels of readiness of future tutors for the patriotic education of older preschool age at the ascertaining and formative experiment of research are presented in Fig.2.



**Fig. 2.** The dynamics of changes in the results of levels of readiness of future tutors for the patriotic education of children of preschool age at the constituent and experimental stages of the study

The diagnostic results obtained for students in the control and experimental groups after the forming stage of the experiment were calculated by statistical methods (Novikov, 2004).

The reliability of the data in the control and experimental groups is determined by the criterion of homogeneity  $\chi^2$ .

The critical value  $\chi_{0,05}^2$  of the criterion  $\chi^2$  for a significance level of  $0.05$   $\nu = 3$  is 7.82.

By comparing the value of the criterion obtained  $\chi_{emp}^2$  with its critical value  $\chi_{0,05}^2$ , it was found that the reliability of the differences between CG and EG by this criterion is 95%. The calculated value  $\chi_{emp}^2 = 24,31$  is greater than the critical value  $\chi_{0,05}^2 = 7,82$ , which is reflected in the calculations.

Thus, the results of comparing the levels of readiness of future teachers for the patriotic education of older preschool age in the control and experimental groups provide grounds for concluding the effectiveness of the conditions for preparing the future teachers for the patriotic education of older preschool age, provide a positive motivation for mastering professional skills, and improving knowledge about its structural elements, essence and significance for the future professional by promoting continuous self-education and self-improvement of a future specialist in preschool education.

#### 4. Discussion

A structural-functional model of formation of the readiness of future caregiver for the patriotic education of older preschool age has been developed; the pedagogical conditions for preparing future teachers for the patriotic education of older preschool age are substantiated and experimentally verified; the components and criteria for the readiness of future teachers for the patriotic education of older preschool age with appropriate indicators (cognitive, motivational-emotional, active-behavioral) are defined; the level of formation of the studied education is characterized (high, sufficient, average, low); The theory and methodology of preparing future teachers for the patriotic education of older preschool age through the use of specific educational trainings, professional pedagogical situations, and gaming technologies in the educational process have acquired further development. In the course of the analysis of the content of scientific category “patriotic education”, its importance in shaping the personality of a future specialist, the importance of a targeted pedagogical impact on the student’s personality and the results of an ascertaining experiment,

pedagogical conditions for preparing future teachers for the patriotic education of older preschool age are substantiated. In the course of the analysis of the content of scientific category “patriotic education”, its importance in shaping the personality of a future specialist, the importance of a targeted pedagogical impact on the student’s personality and the results of the ascertaining stage of the experiment, pedagogical conditions for preparing future teachers for the patriotic education of older preschool age are substantiated.

The results of the study can be recommended for implementation in the international practice of training specialists in preschool education. This study may be especially valuable for countries in which the population respects their traditions and national identities.

One of the mandatory requirements of research ethics, which is fixed in all codes of professional ethics, is also reflected in the current legislation of Ukraine, it is to inform participants about the contents of study and to obtain from them voluntary consent to participate in it. Therefore, the research was planned and carried out in full accordance with the rules of professional ethics and law.

## **5. Conclusions**

As a result of scientific research it was found that the preparation of future teachers of preschool institutions for the patriotic education of older children is a conscious, personally significant and internally susceptible process of forming students' readiness for the implementation of patriotic education of older children, develops as a result of self-improvement, self-development and professional self-education future specialists.

Based on the results of the ascertaining experiment, a model for preparing future teachers for the patriotic education of older preschool age was built, it took three stages with the implementation of the respective tasks, pedagogical conditions and training methods for future tutors of the patriotic education of older preschool children.

The proposed model of the future teacher’s readiness formation for patriotic education of older preschool age, which includes the following components: aims, approaches, functions, pedagogical principles, pedagogical conditions, organizational and substantive stages of the process, components and their criteria, result. The following principles are related to the pedagogical principles underlying the model: the principle of humanization, personalization, individualization, professional competence, optimization.

The formative experiment was aimed at students to get the knowledge system on the patriotic education of older preschool age and the introduction of skills for their practical application.

The results showed the following dynamics of indicators: the number of students in the experimental group who achieved a high level increased by 11.6%, while in the control group the number of students who reached a high level decreased by 0.4%; the number of students in the experimental group of a sufficient level increased by 14.3%, while among students in the control group it increased by 0.4%. There is a decrease in the average level among students of the experimental group by 5.4%, and among students in the control group an increase of 0.7%; a decrease in the low level indicators among students of the experimental group by 20.5% is also observed, while in the control group they decreased by 0.7%.

The results of study are embedded in the educational process of Mykolaiv V.O.Sukhomlynskyi National University (certificate No. 01-12/27.2/928 of 28/08/2019); Kherson State University (certificate No. 11-31/556 of 03/04/2018); Vinnytsia State Pedagogical University named after Mykhailo Kotsiubynsky (certificate No. 06/18 of 14/03/2018); Transcarpathian Hungarian Institute named after Ferenc Rakoczi II (certificate No. 005/UA/2019 of 11.01.2019) and the Khmelnytsky Humanitarian and Pedagogical Academy (certificate No. 333 of 26. 06. 2018).

The scientific novelty and theoretical significance of study lies in the fact that the authors: disclosed the essence of the concepts: “patriotic education” (the formation of the value attitude of a person to his people, homeland, state, nation) “Preparing future teachers for patriotic education” (consciously personally significant and internally the process of forming students' readiness for the implementation of patriotic education of preschool children is susceptible, acquires development as a result of self-improvement, self-development and professional self-education of future specialists); “The willingness of future teachers to patriotic education” (the state of professional competence in the implementation of patriotic education of high preschool children, which is characterized by the presence of cognitive, motivational-value and activity components), a structural-functional model was developed for the first time to form the readiness of a future teacher for patriotic education of high preschool children the pedagogical conditions for training future teachers for the patriotic education of high preschool children are substantiated and experimentally verified; the components and criteria for the readiness of future teachers for the patriotic education of high preschool children with relevant indicators

(cognitive, motivational-emotional, active-behavioral) are defined; the level of formation of the studied education is characterized (high, sufficient, average, low); The theory and methodology of training future teachers for the patriotic education of high preschool children through the use of specific educational trainings, professional pedagogical situations, and gaming technologies in the educational process have acquired further development.

The work does not cover all aspects of the problem under study. Remain relevant and require further study is the question of self-improvement of the readiness of future teachers for the patriotic education of preschool age, the continuity of the process of patriotic education of the young generation, the specifics of preparing students for the patriotic education of primary school age.

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