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The Technology of familiarizing children of preschool age with The history of our homeland

Ключевые слова: патриотическое воспитание, патриотизм, технология знакомства детей дошкольного возраста с историей нашей Родины, рабочая тетрадь для дошкольников.

Love of homeland, own culture, and native speech start from small things - love of own family, own home, own kindergarten. Gradually expanding, this love turns into love of motherland, its history, the past and the present, all humanity.

D.S. Likhachov

It is impossible to overestimate for a child the importance of the words "motherland", "family", "father's house", "homeland" and, of course, historic events which happened in the past. The essential part of educational work in preschool education is child's moral temper formation, his or her love of country, devotion to homeland. While children studying the world around them, it is important to let children know about the past of their region, city, village, homeland, heroic feats of our soldiers who had been fighting with fascist Germany at the front during the Great Patriotic War, memorials which were created in honor of the Great Victory and other events.

The importance of patriotic education under contemporary conditions is emphasized in the patriotic education concept of citizens of the Russian Federation, the State program "The patriotic education concept of citizens of the Russian Federation for 2011-2015", the strategy of education development in the Russian Federation for the period up to 2025, the Federal state educational standard of preschool education etc. (Order of the Government of the Russian Federation..., <http://www.rg.ru/2015/06/08/vospitanie-dok.html>; Resolution of the Government of the Russian Federation..., <http://www.garant.ru/products/ipo/prime/doc/99483>; The concept of patriotic education..., <http://www.rosvoentr-rf.ru/press-tsentr/pravovaya-baza/osnova-patrioticheskogo-vospitaniya.php>; Federal state educational standard..., 2014).

These regulatory documents, which are oriented to different sections of the

population and age groups of Russian citizens, have main methods, content, mechanisms and ways to develop the system of patriotic education. They are:

- Children's development of value attitude to a home town, a country on the basis of development of new alternative programs about patriotic education;

- Children's development of respectful attitude to the symbols of a country (an emblem, an anthem, the flag of Russia), historical and cultural sites;

- Formation of international communication culture (didactic games, dialogues, excursions and others)

- Children's introduction into cultural and historical heritage of a region, a country (writings, musical compositions, works of art, cultural and architectural sites etc.) during the process of patriotic education;

- Creation of pedagogical conditions which are directed to behavioral model formation of children (keep, increase etc.) in an educational institution and family;

- Organization of the pedagogues methodical maintenance process who teach in preschools and take part in the process of patriotic education of children and youth (theoretical seminars, practical work, trainings, master classes etc.);

- Rendering assistance to children's clubs and communities which offer regional and search activity (development of regulatory framework, perspective work schedule, getting equipment for developing objective-spatial environment etc.);

- Arousing interest of children, parents and teachers to museum and theatre pedagogics (joint holidays and entertainment, theatrical performances, mini museums etc.

The analysis of psychoeducational and other scientific literature, devoted to the problem of the research, allowed

emphasizing the following definitions of the notion "patriotism":

- Patriotism as "affection towards a homeland, language, culture, traditions, love of motherland" (Borodulin et al., 2003);

- Patriotism is "love and devotion both to homeland and people" (Ozhegov, 2008);

- Patriotism is "interpreted as a moral and political principle, as a social feeling which contains love of homeland, devotion to motherland, pride of its past and present, striving for protection of the interests" (Frolov, 1986);

- Patriotism is "love of homeland, devotion to it, striving for serving the social interests by own actions" (Osipov, 2005);

- Patriotism is "love of homeland, own culture, motherland. The moral notion of patriotism as responsibility and virtue get together with its grounds as a natural feeling. Clear awareness of the responsibilities regarding homeland and proper discharge of them create virtue of patriotism which also has had religious meaning in Russia since olden days" (Bim-Bud, 2006);

- Patriotism is "feelings of love towards motherland, homeland, striving for its protection from enemies" (Popov, 2009);

- Patriotism is "the moral, social and political principles which express feelings of love towards motherland, care of its interests and readiness to protect it from enemies. Patriotism is shown in feelings of pride of own country achievements and feelings of bitterness for its failures and misfortune, in deep respect for historical past of own nation and tenderness to national memory, national and cultural traditions" (Davydov, 2003);

- Patriotism is "emotional attitude to homeland which is shown in readi-

ness to serve it and protect it from enemies” (Averyanov, 1993).

The problem of rising generation’s patriotic education in history of the Russian pedagogics always takes deserved position. Such educators as A.S. Makarenko, V.A. Sukhomlynsky, R.I. Zhukovskaia, A.P. Usova, L.F. Ostrovskaja, E.K. Suslova, N.A. Vinogradova, I.E. Kulikovskaya, S.A. Kozlova and others in their researches note a necessity to foster patriotic feelings in preschool children since the age before school. Child preschool age is a period of active personality formation. It has its potentialities for lofty moral feelings formation including patriotism (Kozlova, 2003; Kulikovskaya, 2013; Kulikovskaya, Veresov, 2015; Vinogradova, 2005).

The main point of the notion “patriotism” includes love towards motherland, land where a person was born and grown up, pride of historical people’s activities. Patriotism is an important personal property. Love of motherland is one of the deep human feelings. Patriotism is the social, political and moral principle which expresses feelings of love towards homeland, care of its interests and readiness to protect it from enemies. Patriotic education is a formation process of politically conscious human being who loves his or her homeland where he or she was born and grown up, who is proud of historical people’s achievements and culture (Vinogradova, 2005, p. 216).

The process of patriotic education has a certain structure and includes transferring new knowledge to preschool children about their family, its traditions, rites, hometown, its sights, famous people, home region, our country, formation of certain value relations and comprehensible activity organization for children on the bases of its knowledge. S.A. Kozlova determines a matter of knowledge in several directions for the purpose of

formation feelings of love to homeland in children. Thus, for instance, a child must know what is the name of own town or village, settlement, the street where the home was built, the kindergarten, the country where he or she lives, the main sights of the town, what is the nature of the country and the place of living, people’s nationalities, their personal properties, how they made their country famous, what is the art, traditions, customs. Patriotism is considered through the notion “attitude”: attitude to nature of home region, own country, attitude to people of the country, attitude to moral values, traditions, customs, cultural heritage (Kozlova, 2003, p. 45).

We think that one of the effective technologies to introduce children to the historical past of our homeland is organization of filling a workbook by children of preschool age.

We consider the workbook named “I am getting to know about the Great Patriotic War” as a children guidebook to the world of our country history. “Travelling” through the pages of the workbook, children get to know the following historical events: perfidious attack by the fascists, the feat of the Brest Fortress defenders, difficult life in blockaded Leningrad, the tragedy in small Belarusian village named Khatyn, the partisan movement, the toilers’ labour feat of the rear, young heroes of the War, delight of long-awaited victory, Hero Cities and other events of the Great Patriotic War. Entering into a dialogue with adults and contemporaries, children learn poems, look at pictures, draw, make origami, “play” in words, do crosswords, rebuses and other tasks (Platokhina, Vedmed, 2015; Platokhina et al., 2015).

The workbook consists of three parts. The first one is “Arise, Great Country, arise for a fight to the death!” (“Vstavay, strana ogromnaya, Vstavay na smertny boy!”) which contains the following thematic

cycle of discussions: “perfidious attack our country by the fascists”, “the Brest Fortress defenders”, “the Leningrad Blockade”, “Khatyn as a tragic reminder about the Great Patriotic War”. The second part is “We had been fighting hard all days and nights, we had been hastening this day as we could” (Dni i nochi bitvu trudnuyu veli, etot den’ my priblizhaly kak mogly”) with the thematic cycle of discussions: “the Great fights of the Great Patriotic War”, “the Partisan movement”, “Toilers of the rear”, “the young heroes of the War”. The third part is “The Victory will be ours!” (“Pobeda budet nasha!”) with the thematic cycle of discussions: “Victory with tears in eyes”, “Hero Cities of the Great Patriotic War”, “Memorials to the War”, “Parade of preschool troops”, “We don’t want the war again!”.

Let’s consider the main points of one of the parts in the workbook named “Arise, Great Country, arise for a fight to the death!” The subject of discussion with children is “perfidious attack our country by the fascists”. Children are offered to do the following tasks:

Listen to the poem written by George Ladonshchikov which is called “Our homeland”. If you are able to read, you can read the poem by yourselves. After that a teacher offers children to answer the following questions:

- What does the author of the poem tell about? (About homeland).
- How do you understand the word “homeland”? (It is the most important place all over the world where we were born and where our relatives and friends live etc.).
- What pictures did you imagine while listening to the poem? (Mountains, steppe, forests, rivers, birches, home etc.).
- What words would you use for description of homeland? (Beautiful, rich, boundless, vast, etc.).

- What is the name of your homeland? (Russia).

- Who knows what the previous name of our country was? (Children’s expressions).

Do you know that our country had the name the Union of Soviet Socialist Republics (USSR)? It was the largest country in the world. It had a great number of people of different nationalities: Russians, Ukrainians, Belarusians, Latvians, Georgians, Armenians and others. Representatives of different nationalities tried to live friendly, worked for the benefit of our great country.

Children, do you know that on the June, 22nd of 1941 in the cloudless summer morning Germany attacked our country, the Union of Soviet Socialist Republics, without declaration of war. Peaceful life of our citizens was disrupted; military operations began on the territory of Russia.

A poet Konstantin Simonov wrote the poem “The Longest day of the year” about the beginning of the war. Listen to a fragment of this poem and answer the following questions:

- What does the author of the poem tell about? (About the beginning of the war).

- What words did he choose for description of the beginning of the war? (The longest day of the year, cloudless weather, common calamity, so many people were laid to the ground).

- Did you watch movies, TV programs about the beginning of the war?

- What can you tell about this event? (Children’s expressions).

Russian land really began to burn and burst into flame. Smoke was going round over our country and a black hostile cloud was gathering over it. The fascists began military attack on a border strip of Russia from the Baltic Sea to the Black Sea. Children and a teacher examine a

map of the Union of Soviet Socialist Republics. A teacher asks children to show borders of our country, the Black Sea and the Baltic Sea on a map.

There is Germany on the map that is situated not far from the border of Russia. A teacher asks children to show Germany and ask the following questions:

- Who are those people that live in this country? (Germans).
- What is the name of the main city in Germany? (Berlin).

Children, do you know that soldiers of Nazi Germany were called fascists? They believed in their dominance and achieved all goals by conquest and violence. The first days of the war, the fascists began to fire at frontier posts and drop bombs from their planes on military installations and aerodromes. A great amount of Soviet planes were destroyed.

The news about the beginning of the war sounded like a bolt from the blue. It disrupted peaceful life of the whole country. On the 23rd of June in 1941 mobilization (call-up) began, and many people went to the front as volunteers (volunteers are people who do something at their pleasure; in this case, they decided to go to war against the enemy).

At the beginning of the war there was a poster "The Motherland Calls" ("Rodina-mat' zovyot!") made by Irakly Toidze. Children with a teacher are looking at the poster and answer the questions:

- What do you think about the meaning of this call? (It is the call to protect motherland from fascist aggressors).
- What calls do you know? (Children's expressions).
- Children, what do you think about the meaning of "mobilization"? (call-up, military reinforcement).

At that period of time the song "The Sacred War" ("Svyashchennaya Voyna") written by Vasily Lebedev-Kumach, music by Aleksandr Aleksandrov. After listening

to this song a teacher offers to answer these questions:

- What is this song about? (This song is a call to protect our motherland etc.)
- What did you feel while listening to this song? (Anxiety, deep emotions because of the call for our nation to stand against enemies and win).

Soldiers of the Red Army (it is the name of the army in Soviet Times) went to the front from Red Square. Soldiers were going to the west for fighting by military columns (it is arrangement of soldiers one after another) following the martial melody "Farewell of Slavianka" ("Proshchanie slavyanki") written by Vladimir Lazorev, music by Vasily Agapkin.

Children, let's listen to this march. Do you know that a march is a musical composition, to the sound of which a great amount of people are moving, for instance, troops' movement in the ranks or festive procession? Mostly, it has vigorous, brave, active nature and is widespread in the army. It calls to inspire in warriors courage and increase fighting spirit. After listening, children answer the following questions:

- What marches did you ever listen to? (Children's expressions).
- Children, what did you feel while listening to this march? (Pride, confidence in our army invincibility).

Children! At the beginning of the war, our army was induced to fall back after long fights with the Germans who had great dominance in technical equipment and a number of soldiers. There were chains of refugees on the roads together with infantry, exhausted from hard fights.

Children, we offer you to "play' with the word "infantry". Find such words which are similar in sounding, for example, infantry, infancy, entry ... Try to divide the word "infantry" into syllables (in-fan-try) and count up, how many syllables

do you have? (Three syllables). Write the word “infantry” in block letters.

Children, please, think a bit and answer these questions:

- What is the name of troops which are fighting in the air? (Airborne forces).
- What is the name of troops which are fighting at sea? (Navy).
- How do you think, is there such “force” which can break and annihilate our nation and shake belief in victory? We can say with confidence that there is no such force!

A children’s writer Agniya Barto told us about it in the poem “We will throw the enemy back” (“My vraga otbrosim”). Listen to this poem and answer the questions:

- What does the author of this poem tell us about? (About our nation’s victory over the enemy).
- Who does Agniya Barto compare the enemy to? (To night thief).
- What did you feel while listening to this poem? (At the beginning of the poem - anxiety, unrest, and at the end - pleasure, delight etc.).

Children! Our first trip to the past of our motherland has come to an end. We have learnt about the following:

- Our motherland was called the Union of Soviet Socialist Republics in the past;
- Our country has many people of different nationalities;
- On the June, 22nd of 1941 Germany attacked our country, the Union of Soviet Socialist Republics, without declaration of war and mobilization (call-up) began;
- At the beginning of the war, our army was induced to fall back after long fights with the Germans who had great dominance both in technical equipment and a number of soldiers.

Thus, the problem of patriotic education for rising generation is one of the problems of current importance in preschool education. Doing tasks in the

workbook will help creating moral atmosphere and children’s deep understanding heroic spirit of our motherland past. We express our gratitude to all teachers and parents who solve an important task of introducing children into historical past of our motherland and upbringing a future citizen – a patriot of our homeland. We are sure that we will do everything by common effort in order to help our children become worthy citizens of our country and respect veterans of the Great Patriotic War.

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