



MORAL AND PATRIOTIC EDUCATION OF PRESCHOOL CHILDREN THROUGH ACQUAINTANCE WITH SOCIALLY SIGNIFICANT INSTITUTIONS AND SIGHTS

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Abstract: the article discusses the formation of a sense of patriotism by introducing preschool children to historical monuments. The article proves that in educating a child on traditions, historical events, sights of the Motherland, it helps him to establish positive relationships with the world of people, the world of nature and with himself.

Keywords: in education, tradition, historical event, and landmark.

Preschool childhood is a time of discovery. The task of adults is to help the child make discoveries, filling them with educational content that would contribute to the formation of moral feelings.

At preschool age, a sense of patriotism begins to form: love and affection for the Motherland, devotion to it, responsibility for it, a desire to work for its good. Preserve and increase wealth.

Raising a child on the traditions, historical events, sights of the Motherland, we help him establish positive relationships with the world of people, the world of nature and with himself.

Relying on the beauty of the surrounding world, cultural values and the history of the native land is the right way to improve the quality of education and training.

The understanding of the Motherland among preschoolers is closely connected with specific ideas about what is close and dear to them.

To teach to feel the beauty of their native land, the beauty of a person living on this land, to cultivate love for their native places for everything that surrounds a child from childhood is one of the main tasks of a teacher.

The culture of the native land should enter the heart of the child and become an integral part of his soul.

Ancient thinkers, reflecting on the importance of culture for the spiritual and moral development of children, noted that only through the development of the culture of their people, the path to morality lies.

To love the Motherland means to know it, to know, first of all, your small Motherland.

Social and moral education is a significant and necessary direction in working with children. This value can hardly be overestimated: by raising children on events closely related to the history of our native land, we thereby form a deep attachment to it, a sense of pride. Acquaintance with the history, culture, nature, life of people living nearby allows you to better feel your native city, and therefore become the creator of your small homeland.

"Respect for the past - that's what distinguishes savagery from good breeding," - these words of A.S. Pushkin are relevant today.

The central idea of raising love for the Fatherland among Russian teachers was the idea of nationality. So, K.D. Ushinsky noted that "Education, if it does not want to be powerless, must be popular." It was he who coined the term "folk pedagogy" considering folklore as a brilliant means of revealing national identity and forming patriotic feelings.

V.A. Sukhomlinsky argued that childhood is an everyday discovery of the world and therefore it is necessary to make it, first of all, the knowledge of man and the Fatherland, their beauty and greatness.

A great contribution to the scientific substantiation of the moral and patriotic education of preschoolers was made by R.I. Zhukovsky, N.V. Vinogradova, E.I. Radina and others.

Modern research on the problems of introducing preschoolers to the history, culture, social life of their native city (and through it the Fatherland) is associated with the study of the mechanisms of socialization, the formation of the social competence of the child (T.N. Antonova, T.T. Zubova, E.P. Arnautova and others), the child's awareness of himself as a representative of the human race (S.A. Kozlova, O.A. Knyazeva, E.S. Shukshina and others), children's perception of the world of objects (O.A. Artamonova), the formation of knowledge about labor activity of adults (M.V. Krulekht), etc.

The basic stage in the formation of love for the Motherland in children should be considered the accumulation by them of the social experience of life in their city, the assimilation of the norms of behavior and relationships adopted in it, and familiarization with the world of its culture.

Love for the Fatherland begins with love for one's small homeland - the place where a person was born. In this regard, it seems to us that it is of great importance to familiarize preschoolers with the historical, cultural, national, geographical, natural and ecological originality of their native region.

The local history approach in the education of preschoolers makes it possible to humanize the educational process, to choose an educational route for pupils, not only in information, but also in emotional terms. (I.A. Kolesnikova and others).

Getting acquainted with his native city, its sights, the child learns to realize himself living in a certain time period, in certain ethno-cultural conditions and at the same time to join the riches of national and world culture.

The central link of socialization is "the process of human development in interaction with the outside world" (A.V. Mudrik) is the humanistic upbringing of a child based on universal values, on love for parents, family, the place where he grew up, and, of course, for the Motherland. The experience accumulated at the same time concerns both the cognition and transformation of a particular area of reality, and attitudes towards them, which corresponds to one of the principles of personality-oriented didactics - the principle of synthesis of intellect, emotions and action.

In this regard, the success of the development of preschoolers when they get acquainted with their native city will become possible only if they actively interact with the outside world in an emotional and practical way, i.e. through the game, objective activity, communication, work, learning, various activities characteristic of preschool age.

Acquaintance with the native city was previously included in the section "Getting to Know the Surroundings" Now this activity is considered as independent. At the same time, the analysis of the literature and the experience of kindergartens allows us to conclude that the problems of including the basics of local history in the educational practice of a preschool institution have not been developed. At the same time, it seems to us justified the belief of teachers, as well as the authors of regional local history programs (G.T. Anifanov, N.V. Bibikova, Z.A. The following should be taken into account in the field of local history:

- Familiarization of preschoolers with their hometown should naturally "enter" into a holistic educational process, built on the basis of determining the dominant goals of the basic program, solved against the background of local history material.

- in the conduct of local history material in work with children, taking into account the principle of a gradual transition from closer to the child, personal significant, to less close - cultural and historical facts.
- the formation of a personal attitude to facts, events, phenomena in the life of the city, the creation of conditions for the active familiarization of children with social reality, the increase in the personal significance for them of what is happening around, lays the prerequisites for the development of the child's ability to get up in "objective attitude to one's own life activity" (V.I. Slobodchikov) is a necessary condition for the development of its subjectivity.
- The development of museum pedagogy, which makes it possible to establish a dialogue between the child and the cultural heritage of the past and present.
- Implementation of an activity approach in introducing children to the history, culture, nature of their native city. That is, they themselves choose the activity in which they would like to reflect their feelings, ideas about what they saw and heard (a creative game, writing stories, making crafts, appliqué, modeling, drawing, conducting excursions, city improvement activities, nature conservation, etc..P.).
- And attraction to participation in city holidays so that they have the opportunity to plunge into the atmosphere of general joy and fun (Shrovetide, Christmas, Easter, etc.). get acquainted with the inhabitants of the Bryansk region - carriers of socio-cultural traditions in the field of crafts, song, dance, etc.
- Conscious selection of methods for introducing children to their native city, primarily increasing their cognitive and emotional activity.
- the creation of such a developing environment in the group and preschool educational institution that would contribute to the development of the child's personality on the basis of folk culture based on local history material (a mini-museum of Russian life, objects of arts and crafts, folklore, music, etc.), would allow "to satisfy the need for knowledge of the surrounding world, its transformation according to the laws of goodness and beauty" (R.M. Chumicheva)
- Organization of work with parents under the motto: their knowledge and love for the Bryansk region should be passed on to children.

Every moment of acquaintance of preschoolers with their native city should be permeated with the upbringing of respect for a working man, a defender of the city, a worthy citizen.

Relevance of the topic. Mass culture does not guide children in moral problems. As a result, there is a growing gap even in children's ideas about the traditional values of national culture, not to mention following them.

It should be emphasized that at present there is a lot of methodological literature on this issue. Often, it consecrates only certain aspects of the moral and patriotic education of children in specific types of activity, and there is no coherent system that reflects the fullness of this issue. Apparently, this is natural, since the feeling of patriotism is multifaceted in content. This is love for one's native places, and pride in one's people, and a sense of one's inseparability with the outside world, and a desire to preserve and increase the wealth of one's country.

Therefore, the topic we have chosen is an urgent problem of our preschool educational institution.

Resume

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