

Civic and Patriotic Education of Pre-School Children

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ABSTRACT

The urgency of the current research devoted to civic and patriotic education of pre-school children is determined by the contradiction between the necessity of civic-patriotic education of children in the current context, their readiness to defend their Motherland and the lack of the development of this issue both in pedagogical theory and practice; government order to build patriotic understanding of a citizen and the absence of the opportunity to express the civic position in the conditions of upbringing in pre-school educational institutions. The aim of the article is to show the main results of the research devoted to defining peculiarities of civic-patriotic qualities of pre-school children. The leading method of the research on this problem is experiment that allows to fulfill a multipronged approach to levels of the development of civic-patriotic qualities of pre-school children and formative work aimed at the development of civic-patriotic qualities of children that is envisaged by a specifically elaborated program. The article shows the results of the diagnostic research devoted to civic and patriotic education of pre-school children and reveals the drawbacks of civic-patriotic education in the pre-school educational institution elicited by applying the method of diagnostics of the problem. The conducted research resulted in the elaboration and implementation of the programme which included a series of arrangements devoted to the development of civic-patriotic qualities of pre-school children. The comparison of the results of the experimental and control groups before and after the formative work shows the positive influence of applied methodological means. The materials and ideas are of practical significance for nursery teachers, supervisors of pre-school educational establishments, specialists working in pre-school educational institutions.

KEYWORDS

Civic and patriotic education; pre-school children; the level of the development of civic and patriotic qualities

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Introduction

Urgency of the Problem

According to the programme “Patriotic Education of Citizens of the Russian Federation for the Period of 2006-2020” and the Law of the Russian Federation “On Education”, civic and patriotic education of the younger generation is a priority of state policy and activity of educational institutions: “State policy is the educational sphere based on the following principles: humanistic approach to education, priority of universal human values, life and health of a person and free development of a

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personality. Educating civic consciousness and love for the Motherland". One of the objectives of education is "to bring up a person and a citizen, integrated into the modern society and aimed at the development of the society" (The Federal Law of the Russian Federation, 2012). The emphasis that is made in the document cited above is not accidental. In Russia civic and patriotic education has never faced any difficulties. If we recall the history of our country, we will enumerate thousands of names of those people, who sacrificed their lives for Motherland's sake. In recent years there has been a regretful fact that the will to devote the life to the country has been weakened among youngsters. Obviously, there are some objective reasons of this phenomenon which influence the formation of civic position of pupils and students: negative impact of mass media, scientific and technological progress and technologies which are connected with the progress as well. All factors mentioned above do not bring along the unity of teenagers and youngsters and, as a consequence, the improper media coverage misinforms the young generation that will juggle the priorities in a wrong way. This age group is susceptible to the negative influence of elder generations. It is possible to state that our current society shows the loss of patriotic feeling and the absence of civic position as well as the estrangement from traditions of national culture.

The problem of civic consciousness and patriotism has been quite topical for many people's throughout many decades. At the beginning of the XXth century Western pedagogics elaborated the concept of civic and patriotic education. According to the opinion of foreign scientists, a devoted citizen of the country must primarily work faithfully for the welfare of the state. As far as Russian patriotic education is concerned, it never faced any difficulties in previous centuries. It can be seen both in the history and the literature of our country. Nowadays civic and patriotic education of the younger generation is becoming a burning problem of Russian education and policy as soon these children will grow up and become freemen of our country and they will build its future.

Literature Review

The analysis of historical and cultural, philosophical and sociological, psychological and pedagogical researches shows that the initiation of patriotic education as a social function and psychological and pedagogical phenomena is connected with the reflection of precise historical ideas at a certain historical stage and social economic formation.

According to the opinion of Y.V. Harlanova (2014), patriotic education can be defined in the context of primitive society where it takes its origin. At that time patriotic education was reflected in the protection of the native tribe from the attacks of enemies, conservation of tribe traditions, passing on the experience to use the labour tools (Harlanova, 2014; Tuysuz, Bektas, Geban, Ozturk & Yalvac, 2016). According to N. A. Savotina (2012), in the middle ages the state set the task to bring up children as future persistent and hardened warriors (Spartan state). According to G. G. Petrichenko (1990), in the XVIII century the main objective of education was to build a personality of a man possessing the civic consciousness, high moral values and love for the Motherland (Savotina, 2012).

T. Cheredinova (2010) mentions that the abolition of serfdom in the second half of the XIXth century (1861) gave some freedom for the development of new directions in education and bringing up a patriot. It was highlighted that one of peculiar features

in education of Russian people was to encourage children to develop patriotic, deep love for the Motherland (Cheredinova, 2010).

It was exactly the XIXth century when the idea of patriotic education was proclaimed as the main objective of the state. This trend was caused by such events as the Revolution, the Civil War and the Great Patriotic War. In the opinion of V. Strelnikov (2016), children and the youth participated in the life of their country, they helped soldiers and were members of partisan movements (Strelnikov, 2016).

In post-war years' numerous patriotic organizations for children were established in which children were involved in labour activities. Children were encouraged to take an active part in social life and be useful and interested in the situation of the country. The main role in the development of political activity and social and political education of pupils was played by the pioneer movement. At the beginning of the XXth century one more movement existed in Russia: the movement of scouts which united small children and carried out patriotic education, promotion of sports, acquiring skills that were necessary in life (Strelnikov, 2016).

The analysis of theory and practice of pre-school educational establishments from the angle of patriotic education revealed the contradiction between the necessity of civic-patriotic education of children in the current context, their readiness to defend their Motherland and the lack of the development of this issue in both pedagogical theory and practice; the government order to build patriotic understanding of a citizen and the absence of the opportunity to express the civic position in the conditions of upbringing in pre-school educational institutions. These contradictions define the topic of the current research "Civic and Patriotic Education of Pre-school Children".

Materials and Methods

Aim of the Study

The aim of the research is to define the peculiarities of civic and patriotic education of pre-school children.

Research questions

The overarching research question of this study was as follows: What is the exact age to begin the development of civic and patriotic qualities and what arrangements should be carried out in order to succeed in this direction regarding education of pre-school children?

Methods of the Research

The research has been carried out with the help of the following method: analysis of norm documents, mental experiment, forecasting, diagnostic methods and pedagogical experiment.

The Experimental Basis of the Research

Experimental research is carried on the basis of the municipal budget pre-school educational establishment "Kindergarten № 35 "Snowdrop" ("Podsnezhnik"), Yoshkar-Ola, Mari El Republic and the municipal government-owned pre-school educational establishment "Kindergarten № 7 "Cinderella" ("Zolushka"), Yoshkar-Ola, Mari El Republic. 40 children at the age of 4-5 years took part in the experiment. The experimental group (20 people) was from the municipal budget pre-school educational establishment "Kindergarten № 35 "Snowdrop" and the control group (20 people) was

from the municipal government-owned pre-school educational establishment “Kindergarten № 7 “Cinderella”. These groups were taken purposefully as both of the kindergartens have special children. The municipal budget pre-school educational establishment “Kindergarten № 35 “Snowdrop” works with the children with allergic diseases, the municipal government-owned pre-school educational establishment “Kindergarten № 7 “Cinderella” deals with children with tuberculous intoxication.

Kindergartens of therapeutic directions are primarily characterized by conservation and development of children’s health, a special attention is paid to medical and preventive, physical and health-improving and health-saving technologies and only then to harmonious and multi-sided development of a child, development of creative skills of every child complying with age opportunities and demands of modern society, artistic and aesthetic, social and cognitive and speech development of children.

It is necessary to point out that in pre-school educational establishments there is no special activity devoted to civic and patriotic education. Some elements that might coincide with the mentioned framework are used during the lessons on comprehensive educational programme “From Birth to School” edited by N. E. Veraksa, T. S. Komarova and M. A. Vasylieva (2014). A particular attention is paid to the objectives of the chapter “Development of Skills of Cultural Behavior” and “Encouragement of Humanitarian Feelings, Positive Relationship and Creation of Ethic Images”. That is why our objective is to reveal the level of the civic and patriotic development of pre-school children and further we will follow the elaborated programme on the development of civic and patriotic qualities of children.

The Stages of the Research

The research included three stages:

– at the first stage – the preparatory stage – to analyze the current state of the research problem in pedagogical theory and practice; to find the suitable diagnostic methods;

– at the second stage – the main stage – we held the diagnostics of the level of the development of civic and patriotic qualities of children, received results were processed; we elaborated and introduced the programme events devoted to the development of civic and patriotic qualities of pre-school children; we came up with the structural and functional model of corporate training of specialist working in technical spheres by encouraging them to carry out tutorial activity in the conditions of modern enterprises; we carried out experimental work in order to check the efficiency of such a model;

– at the third stage – the final stage – we repeated the diagnostics of the level of the development of civic and patriotic qualities of pre-school children, summarized the results of the research; we analyzed and processed the received results of the research.

Results and Discussions

Summative Stage

To achieve goals set we used the survey form of diagnosing the development level of patriotic qualities of children. The survey form was elaborated by I. Rybalova (2013) and was based on the idea defining the essence of patriotic education. The system of knowledge that children possess includes:

–knowledge about nature: knowledge about the nature of the local area, the country, its flora and fauna; understanding of the importance of nature in people’s life, nature conservation activity of people;

–information about the life of Russian people; the peculiarities of labour conditions of people in the local area, country; culture and traditions of Russian people;

–social information: sights and culture of the native town (village); knowledge about the republic, its capital, symbols (flag, coat of arms, hymn, state structure of the country); knowledge about the country, its capital, symbols of the Motherland;

– some information about the history of the country: monuments located in the town (village), streets named after the heroes, awards and achievements of the town, knowledge about the life of people before the Revolution, events connected with the Great Patriotic War;

–possession of the basic knowledge about the family, its genealogic tree, the history of the house origin, family traditions;

–evaluation of beauty and uniqueness of native nature;

–pride for the ancestors;

–possession of patriotic qualities (hard-working, kindness, mutual assistance, sympathy) (Rybalova, 2013).

The questions included in the survey form depend on the level of social development of a child, the questions were changed in the course of talk. Here are some of them: Would you say your full name? What historic places have you visited? Who of your relatives participated in the war? What awards did he / she get? Express your understanding of the word “patriot”, etc.

The answers of children were assessed according to the criteria shown in table 1.

Table 1. The Scale with the Parameters Showing the Possession of Patriotic Qualities

Parameters Showing the Possession of Patriotic Qualities among Pre-school Children

I level (3 points)	II level (2 points)	III level (1 point)
Understanding of values, traditions of the society. Big desire for cognitive activity. Complete patriotic determination. Possession of patriotic culture (house, family, nature, motherland). Responsible attitude to fulfill socially useful activities and satisfaction from understanding of the involvement in them.	Incomplete acquisition of knowledge about the main patriotic categories (house, family, nature, motherland). Quite good cognitive activity. Unwilling participation in social works.	Fragmentary knowledge about civic consciousness and patriotism. Small involvement in cognitive activity. Absence of patriotic culture (house, family, nature, motherland). Disinclination to engagement in social works. Consumer attitude to the society and members of the community.

We made conclusions on the level of the development of patriotic qualities among children by summarizing qualitatively all the answers of every child.

The received results of the research held with pre-school children are shown in the summary table with the total points and conclusion on the development of patriotic qualities.

Table 2. Assessment of Formedness of the Development of Patriotic Qualities among Children of the Experimental and Control Groups at the Summative Stage of the Research

<i>Code of a Child in the Experimental Group</i>	<i>Score</i>	<i>Conclusion on the Development of Patriotic Qualities</i>	<i>Code of a Child in the Control Group</i>	<i>Score</i>	<i>Conclusion on the Development of Patriotic Qualities</i>
01	2	average	01	1	low
02	1	low	02	3	high
03	2	average	03	2	average
04	3	high	04	2	average
05	1	low	05	3	high
06	1	low	06	1	low
07	3	high	07	1	low
08	2	average	08	2	average
09	3	high	09	2	average
10	1	low	10	1	low
11	3	high	11	2	average
12	2	average	12	1	low
13	2	average	13	2	average
14	3	high	14	3	high
15	1	low	15	2	average
16	1	low	16	1	low
17	3	high	17	1	low
18	3	high	18	2	average
19	1	low	19	3	high
20	1	low	20	3	high

As the carried research shows, 7 (35%) surveyed children of the experimental group and 5 (25%) surveyed children of the control group possess a high level of the development of patriotic qualities, which is associated with understanding of values, traditions of the society, a big desire for the cognitive activity, complete patriotic determination, possession of patriotic culture (house, family, nature, motherland), a responsible attitude to fulfill socially useful activities and satisfaction from understanding of the involvement in them.

5 (25%) children of the experimental group and 8 (40%) children of the control group have an average level of the development of patriotic qualities that is expressed in incomplete acquisition of knowledge about the main patriotic categories (house, family, nature, motherland), quite good cognitive activity and unwilling participation in socially useful works.

8 (40%) children of the experimental group and 7 (35%) children of the control group show a low level of the development of patriotic qualities which is reflected in fragmentary knowledge about civic consciousness and patriotism, a small involvement in the cognitive activity, the absence of patriotic culture (house, family, nature, motherland), the disinclination to the engagement in social works, a consumer attitude to the society and members of the community.

Except the questionnaire survey, we applied the method of theme-based painting, having offered children to draw a picture on the topic: “What Motherland Means to me” (it is explained by the fact that painting is the most understandable means of expressing feelings and knowledge on the main notions about the surrounding world among pre-school children). Having analyzed the contents and meaning of children’s pictures, we summarized the results and drew several conclusions that are shown in the form of a diagram in figure 1.

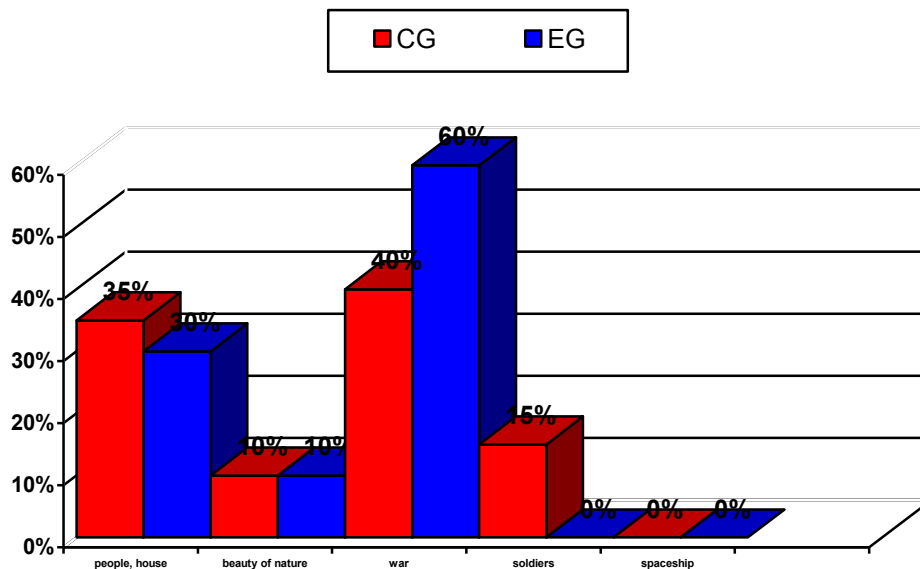


Figure 1. Analysis of the Topics of Children’s Paintings of the Experimental and Control Groups Devoted to the Topic “What Motherland Means to me”

6 (30%) children of the experimental group (EG) associated their Motherland with people and house, 2 (10%) children connected Motherland with the beauty of nature, 12 (60%) drew war.

In the control group (CG) 7 (35%) children incorporated people and house in the notion of the Motherland, 2 (10%) united the meaning of Motherland and nature, 9 (45%) drew war, 3 (15%) depicted soldiers.

Thus, the results of diagnostics testify that the level of the development of civic and patriotic qualities among pre-school children is not high both in the experimental and control groups. It shows that it is necessary to create a unified educational space in the pre-school educational establishment. Such idea follows the necessity to define the personality of every child, shape a new way of thinking aimed at the development of skills to save the respect and love for the Motherland, desire to defend it and contribute to its development and prosperity.

Formative Stage

In order to carry out our research, we have elaborated the programme of events on the development of civic and patriotic qualities of pre-school children.

Table 3. Topics of the Programme of the Events on the Development of Civic and Patriotic Qualities of Pre-school Children

<i>Topic of the Lesson</i>	<i>Didactic Objective</i>	<i>Educational Objective</i>
«My family»	To be sure that children know their surname, full name of their close relatives, their work place, what benefits they give people by doing their job; children must treat close people with care.	To develop the feelings of love, respect, sympathy, pride for close relatives.
«MyHouse»	To be sure that children know their home address, children must be able to keep their flat and house clean, take care of their property; they must be able to tell about their house.	To develop the feelings of love for home, careful attitude to private and public property.
«Our city»	To be sure that children know about the main monuments of our city; they must tell in the honour of whom they were built, where they are located and reflect the knowledge in creative activity.	To develop the feelings of pride for our people, respect and interest towards its history.
«The Birth of the Russian Army»	To be sure that children know about branches of troops, about the military service in time of peace, the monuments devoted to the defenders of the Motherland that are located in the city.	To develop the feelings of respect for Soviet soldiers and the will to defend Motherland.
«The day of the 8 th of March»	To be sure that children possess information about the 8 th of March - International Women's Day, children must be accustomed to show care and attention towards mother, grandmother, children should learn how to treat women and girls with respect.	To develop the feelings of love for mother, grandmother, respect for women and girls.
«Our Motherland - Russia»	To be sure that children know the name of the country, possess information about it, названиестраны; they must be able to tell about it, recognize the state flag, coat of arms and hymn.	To develop the feelings of love and pride for their Motherland and desire to learn more about it.

The programme was developed regarding sensitive periods of personality development, age peculiarities of socialization. The contents of the programme focused on the target group of pre-school children. The main objective of the events mentioned above is to develop civic and patriotic qualities of pre-school children.

Objectives of the Programme:

1. To develop the feelings of love for the Motherland, native land and its history; teach to see the history around (in surrounding houses, in household items, names of the streets and etc).

2. To acquaint with culture and traditions of Russian and Mari peoples; develop the best qualities that people may possess: hard-working, kindness, mutual assistance and sympathy.

3. To develop emotional and poetic attitudes to nature which were typical of the ancestors.

4. To develop a positive bright image of the individual house and create a common valuable attitude to personal house and family as a whole.

5. To arrange events that encourage children and parents to express their creativity, conserve and pass on the family traditions, evoking the desire of positive influence on keeping the routine of the family life.

6. To acquire knowledge about the family, the genealogic tree, the history of the origin of the house, family routine, family traditions and etc.

Nursery teachers should arrange their work so that axiological positions that children acquire with the help of adults in the course of studying the programme will turn gradually into children's own positions and viewpoints and transform into their own system of personal values. The programme envisages the participation of tutors of pre-school educational establishments, children and their parents; the programme assumes their close and mutual cooperation. In order to carry out the programme qualitatively, it is necessary to create proper psychological and pedagogical conditions:

- civic and patriotic education should be seen as an integral part of the whole pedagogical process in the pre-school educational establishment;

- it is necessary to create a favourable educational environment that encourages the development of patriotism among children;

- pre-school children must be actively involved in the activities that foster the inclusion of them to civic and patriotic values, the development of patriotism among children;

- increase the level of civic and patriotic culture of tutors and parents of pre-school children; it should be reflected in practical activity devoted to the development of patriotic qualities of pre-school children;

- carry out the diagnostics of the level of formedness of civic and patriotic qualities of pre-school children; the results of diagnostics should evoke correcting of the work at pre-school educational establishment.

The main aspect of educational process constitutes child's awareness of his or her personality through acquiring knowledge about him / herself; development and possession of the feeling of devotion, love for the family, the house; the development of child's trust to people surrounding him / her (close relatives, adults and peers) and trust to him / herself. It is primarily based on love for mother, close relatives, knowledge of family history which they have to know, be able to talk about and, mainly, be proud of it.

Another necessary aspect of educational process is the development of child's desire to get knowledge about Russia, the feeling of belonging to a certain culture, respect to other cultures and peoples, understating of respect towards traditions, customs, history and culture of the nation.

We have applied the following methods in the programme on patriotic education:

1. Goal-oriented walks and excursions.

2. Observations (for example, it is necessary to observe labour life of citizens of Yoshkar-Ola, changes in the image of the city, streets and so on).

3. Story, explanations of pre-school teachers combined with showing of necessary objects and simultaneous observations of children.

4. Talks with children.

5. The use of literary works for children, cartoons, art reproductions and illustrations.
6. Rehearsing songs, poems, proverbs and saying, reading of fairy-tales, listening to pieces of music with children.
7. Acquaintance of children with decorative paintings.
8. Observations about the surrounding world that encourage the development of their children's artistic creation.
9. Involvement of children in adequate socially useful works in their closest environment (works at their kindergarten area, cooperative labour with their parents directed at improvement of the conditions of their kindergarten area and so on).
10. Encouragement of children for being active and initiative, their desire to maintain the order in their closest environment independently, solicitous attitude to public property, conscientiously completed assignments, good behavior in public places.
11. Good example of a tutor who loves his / her job, street, country and taking an active part in social life (i.e. a tutor is a model example for a pre-school child that is why the position of a tutor, his / her viewpoints, attitudes and thoughts are powerful and influential factors of education).

We think that while developing the patriotic feelings of children, it is important to evoke respect for the veterans of war and labour: to arrange talks about feats of Russian soldiers during the Great Patriotic War, and also defending the capital of our Motherland; tell about children: sons and daughters of regiments; organize topic-based holidays and children's matinees and invite veterans of the Great Patriotic War, labour veterans and veterans of Russia.

From our point of view, several activities are of great significance: acquaintance of pre-school children with historical, cultural, national, geographical, environmental and ecological diversity of the local region, in our case – it is the Republic of Mari El. Regional natural and historical approach to education gives an opportunity to make the educational process humanistic, choose an educational path regarding not only information and training teaching, but also emotional development. While learning about the native city, its sights, a child defines his / her place at the exact historical period, exact ethnic and cultural conditions and observes the riches and values of national culture. The pedagogical significance of such lessons is defined by the determination to achieve certain objectives. The contents of the lessons should coincide with the leading idea, main thought that follows the lessons from the very beginning till the end as the lesson is given exactly on this purpose. This technique will provide the structure of the lesson, its logics and continuity and it will become possible to achieve the goal – to accomplish civic and patriotic education of children.

A teacher should pursue the didactic and educational objectives at every lesson which will point to the volume of knowledge, amount of skills, the range of feelings which children of this group should acquire in the course of studying of this or that lesson. Therefore we have made up the plans and materials for the lessons where we defined the main stages of the lessons.

A musical teacher might assist greatly in the development of basics of civic consciousness and patriotism. It is not a secret that musical knowledge possesses bigger opportunities for the influence on children's feelings with the help of music, dance which should be used in educational purposes.

Besides, a teacher has to remember that extra-curricular activities give pre-school children materials for analysis of current changes and processing of their level of knowledge, favour revision of the materials, evokes children's interest to learn about the phenomena of social life and can be used in individual work with children. Consequently, a pre-school teacher has to establish the connection between lessons and other activities (game, labour, everyday life). At the same time it is necessary to take into account the fact that different activities play different roles in the educational process. For example, creative game and artistic activities influence psychological readiness to reflect the received data, impressions and sympathy in socially useful activity. The participation of pre-school children in useful labour activity initiates social incentives to accomplish several tasks, desire to take part in labour activities helping other people: friends, parents, grandmothers and grandfathers, pre-school teachers and nannies.

Thus, while acquainting of pre-school children with the native town we may choose the following didactic games and exercises: "Tell Doll Masha about Our City", "What is Produced at Factories and Enterprises of our City" "Who is the Monument Devoted to?", "Guess where You are" (it is possible to use 2 kinds of the game: to recognize the city site with the help of the picture or description), quiz "Who Knows Better the City" etc. During the game it is necessary to use photographs, images, slides with the views of different places of the city, children's toys, and illustrations with the images of products of different enterprises of the city.

It is possible to revise the material about the republic by using such games as: "Choose the Pictures where You See Animals that Live in Our Forests", "What Tree has the Leaf Fallen off", "Tell the Boy from Another Country about the Monuments of Your City", «Souvenir's Shop" and so on. The materials that are quite useful are: photographs, cards, albums, herbarium, children's paintings, badges, art and craft items.

In order to deepen the knowledge of children about our country, it is possible to choose the following games and exercises: «Choose the Cards about Moscow, Yoshkar-Ola", "What is the Place, What Town is It Located in?", "What would You Say about Yoshkar-Ola if You were a Guide", "A Journey across the Map".

Control Stage of the Experiment

Having completed the plan of arranged events and lessons, we repeated the diagnostics of children's groups who took part in the experiment.

The results of the control test are shown in table 4.

The qualitative analysis of the received results shows that the use of means and methods of educational work on the development of qualities has been quite successful and efficient.

The final test at the end of the experiment reveals that a high level of knowledge that children of the experimental group possessed equals to 45% (9 children), in the control group 30% (6 children), an average level in both groups is represented by 40% (8 children), a low level in the experimental group equals to 15% (3 children) and in control group – 30% (6 children).

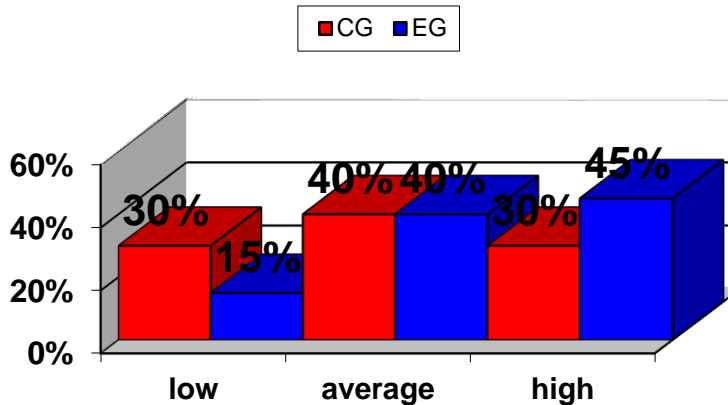
As the result of the work, the number of children of the experimental group who possess a high level of formedness of patriotic qualities has increased by 10 percent; the number of children of the control group who possess a high level of formedness of patriotic qualities has increased by 5 percent. We can state that the number of pre-

school children showing a low level of patriotic qualities has decreased by 25% in the experimental group and by 5% in the control group.

Table 4. Assessment of Formedness of the Level of Civic and Patriotic Qualities among Children of the Experimental and Control Groups at the Summative Level of the Research

<i>Code of a Child in the Experimental Group</i>	<i>Score</i>	<i>Conclusion on the Development of Patriotic Qualities</i>	<i>Code of a Child in the Control Group</i>	<i>Score</i>	<i>Conclusion on the Development of Patriotic Qualities</i>
01	2	average	01	1	low
02	3	high	02	3	high
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04	3	high	04	2	average
05	2	average	05	3	high
06	3	high	06	1	low
07	3	high	07	1	average
08	2	average	08	2	high
09	3	high	09	2	average
10	2	average	10	1	low
11	3	high	11	2	high
12	2	average	12	1	low
13	2	average	13	2	average
14	3	high	14	3	high
15	2	average	15	2	average
16	1	low	16	1	low
17	3	high	17	1	low
18	3	high	18	3	high
19	1	low	19	2	average
20	1	low	20	2	average

The level of patriotic qualities of pre-school children is shown in Figure 2.



Picture 2. The Levels of the Development of Patriotic Qualities among Children of the Experimental and Control Groups at the Control Stage of the Experiment

Conclusion

Thus, the system of arrangements devoted to the formation of patriotic qualities of personality among pre-school children included the accomplishment of the following

objectives: to develop the feeling of love for the Motherland, native land and its history; to teach how to observe and mention the history around (in surrounding houses, in household items, in the names of the streets, parks and public gardens); to acquaint children with culture and traditions of Russian people; to develop the best qualities that people may possess: hard-working, kindness, mutual assistance and sympathy.

According to our point of view, civic and patriotic education, primarily, means the formation of social activity among the younger generation, developing their responsibility, adult civic position, patriotic ideology, national consciousness and self-awareness, patriotic beliefs, civic and patriotic ideals that are necessary for devoted citizens and patriots. It is evident that it is quite hard to educate children and develop all mentioned above in pre-school children, but it is possible to lay the basics of such education and we shall do this and we are to do this.

The received results of experimental work give us the ground to state that the level of the development of patriotic qualities among pre-school children regarding all the parameters is higher, it testifies the efficiency of the accomplished work on the elaborated programme. The number of children possessing a low level of patriotic qualities has decreased by 25 percent and this can be seen as the positive result of our work. Another positive trend is that the number of children showing a high level of the development of patriotic qualities has increased by 10 percent.

It is necessary to start such methodological work on civic and patriotic development exactly from pre-school age. When a child absorbs all information like a sponge at the same time he / she is quite conscious to analyze this information with the help of adults. It is vital to encourage children to treat the house, close relatives and adults, the Motherland with love, it will not be possible to compensate that time at the teenagers' age. In this case we will not sprinkle ashes upon heads saying: "Where are our teenagers coming to?", it is important for adults to take an active life position regarding education of the younger generation.

Implications and Recommendations

The results of the research may be used by university tutors who work with the students of direction 44.03.02 Psychological and Pedagogical Education, pre-school teachers and specialists working in pre-school educational establishments as well as students who study the direction of psychology and pedagogics of pre-school education.

The elaborated plan of events and arrangements on the development of civic and patriotic qualities among pre-school children and the diagnostic techniques presented in the course of the research do not completely cover the whole possible context of the research. It can be called the initial stage of huge and consistent work on education of devoted citizens and patriots of Russia. The process of the development of civic and patriotic qualities continues almost through the whole life, but the main part of this process is activated during pre-school years, including qualities and feelings of people, their viewpoints, attitude to the world and people, motifs of behavior. This is the period that lays the basics of civic consciousness and patriotism; the approach that children feel will be developed further and will be reflected in the behavior and will define the civic position.

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No potential conflict of interest was reported by the authors.

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