

FEATURES OF MORAL AND PATRIOTIC EDUCATION OF PRESCHOOLERS IN THE CONTEXT OF THE MODERN EDUCATIONAL ENVIRONMENT

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ABSTRACT

Aim. The study focuses on the impact of interactions between educators and parents on the development of patriotic values and feelings in older preschool children (5–6 years old) as a crucial component of personality development. To demonstrate the effectiveness of moral and patriotic education in preschoolers under modern educational conditions.

Methods. The research employed diagnostic interviews, experimental situations, and behavioural task analysis to evaluate the cognitive, emotional, and behavioural components of patriotic qualities.

Results. The proposed pedagogical methods proved effective: the proportion of children with a high level of patriotic qualities in the experimental group significantly increased compared to the control group. The effectiveness of the methods was statistically confirmed: the Student's t-test indicated significant differences between the experimental and control groups. Specifically, the average level of patriotic qualities in the experimental group increased by 35%, while the low level decreased to a minimum (5%).

Conclusion. These results confirm the productivity of the proposed methodology, which integrates traditional and innovative approaches to education.

Originality. The study reveals the integration of traditional and modern educational methods through the use of surveys, observations, and group work with children. The improvement of educational programmes for preschools and the development of a practical programme for working with older preschoolers aimed at fostering moral and patriotic qualities.

Cognitive value. The study has cognitive value, as it reveals the peculiarities of integrating traditional and modern methods of education in working with preschool children. The use of questionnaires, observation, and group forms of work made it possible to outline effective approaches to the formation of moral and patriotic qualities in older preschoolers. Along with this, the study has certain limitations related to the sample (limited in terms of territory or quantity), as well as the specificity of the applied methods, which require further scientific research and approval of the developed program in a broader educational context.

Keywords: preschoolers, moral education, national identity, educational environment, personality, patriotism, traditions

INTRODUCTION

Modern socio-economic changes of the 21st century impose new demands on the upbringing of preschool children. Moral and patriotic education of older preschoolers includes fostering love for their native country, and respect for its culture, traditions, and symbols. This period is crucial for the development of national identity. Combining traditional and modern approaches, such as play technologies, theatrical activities, projects, fairy tale therapies, and the use of folklore, promotes children's emotional and value-based attitudes towards their homeland. The effectiveness of patriotic education largely depends on the collaboration between educators and parents, which ensures the creation of a unified educational space. Conducting thematic events, excursions, and interactive activities enhances knowledge and skills with a patriotic focus. Thus, moral and patriotic education of preschoolers is an important direction in pedagogy, requiring modern methodologies, collaboration among all participants in the educational process, and consideration of each child's individual needs.

The aim of the study is to examine the influence of interaction between educators and parents on the development of patriotic values in children. Based on this aim, the following three objectives can be outlined:

- To study the impact of interaction between educators and parents on the formation of patriotic values in older preschool children through an analysis of existing literature sources;
- To identify the features of moral and patriotic education of preschoolers in the modern educational environment by analysing scientific works and practical studies;
- To summarise the obtained data to assess the importance of collaboration between educators and parents in the process of developing patriotic qualities in children.

Based on the presented text, in particular, the purpose, objectives and results of the study, the following research hypothesis can be formulated:

H₁ (alternative hypothesis): The application of the proposed pedagogical methodology, which integrates traditional and innovative approaches to moral and patri-

otic education (including fairy tales, folk games, multimedia and thematic activities) and is based on the interaction of teachers and parents, will lead to a significant improvement in the level of patriotic qualities (cognitive, emotional and behavioural components) in older preschool children of the experimental group compared to children of the control group studying according to the standard programme.

Accordingly, H_0 (null hypothesis): There are no statistically significant differences in the level of patriotic qualities between children of the experimental and control groups after the implementation of the proposed pedagogical methodology.

The formation of moral qualities in senior preschool children is influenced by play activities, which are the main ones at this age, emotional sensitivity and social interaction, which is consistent with Vygotsky's approach and Kohlberg's stage of moral development. During this period, children actively learn social norms and rules through observation, imitation and their practical activities, which lays the foundation for the development of their moral consciousness.

LITERATURE REVIEW

The issue of moral and patriotic education of older preschool children is considered from both psychological and pedagogical perspectives. Researchers highlight the importance of combining traditional and innovative approaches to instil respect for national culture and symbols in children. In this context, it is worth examining works that address both the moral and patriotic aspects of educating older preschoolers.

These include articles by Alona Solonska (2020) and Svitlana Zheynova and Solonska (2022). The authors distinguish between internal and external forms of patriotic upbringing: the internal form encompasses cognitive and emotional components, while the external form reflects behaviour that demonstrates patriotic feelings. Equally important is the collaboration between educators and parents, a crucial component in working with children. According to the authors, such interaction should be based on enhancing the qualifications of educators and involving parents in practical training sessions and educational seminars.

Ana-Maria Somîtcă and Cristian Nicolae Stan (2019) emphasise comparing approaches to patriotic education and highlights that patriotism manifests through respect for national symbols, traditions, and achievements of one's country. A similar perspective is found in the works of Chuanying Liu and Xinwei Song (2023), as well as Catriona McDermid (2020), who studied the role of symbolism in fostering morality and patriotism.

Qianqian Liu and Xiumin Hong (2024) identified four types of patriotism in preschool children in their research: high-level, cognitive, emotional, and low-level patriotism. High-level patriotism is characterised by a sense of national identity, participation in cultural events, and pride in the country. Cognitive patriotism is ex-

pressed as an interest in the country's culture, history, and symbols but with less emotional involvement. Emotional patriotism reflects love and attachment to the homeland, often without accompanying knowledge. Low-level patriotism is marked by weak interest and knowledge about the country, often resulting from insufficient educational focus.

Madaminovich (2022) stresses the importance of patriotic education in fostering love for the homeland and civic awareness. The author recommends using play activities, excursions, literature, and creative tasks to influence children's emotional, cognitive, and behavioural development.

Iryna Batrun (2020) examines the link between patriotic and moral education through the ideas of Sukhomlynsky, who emphasises the importance of partnerships between educators, parents, and the community. Svitlana Yakimenko et al. (2021) considers patriotic education a priority area that nurtures love for one's people, a sense of duty, and readiness to defend the state's interests. Their approaches account for contemporary challenges and children's developmental stages, promoting the growth of an active civic mindset. In the context of patriotic education, Emir Tamer Yenen and Perihan Ulucan (2021) and Jhoni Warmansyah et al. (2023) describe it as an essential component in working with preschool children. They argue that this element helps children develop a deep love for and appreciation of their homeland.

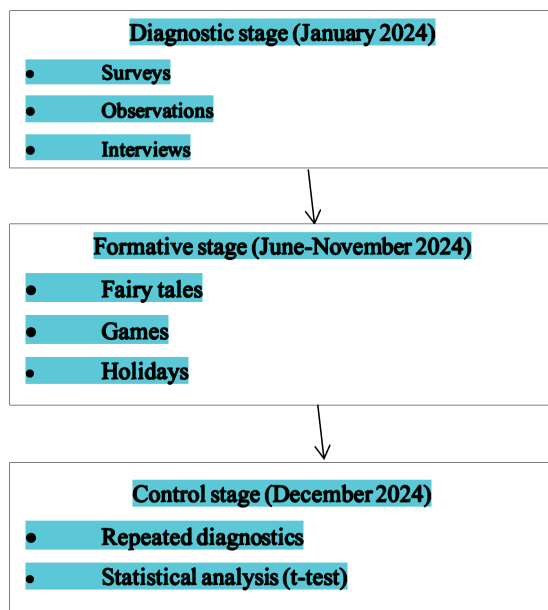
Olena Nevmerzhytska and Myroslav Pahuta (2020) explored family education for older preschool children, comparing the pedagogical and philosophical ideas of Andrey Sheptytsky. The authors emphasised the significance of democratic family relationships, harmonious collaboration among spouses, parents, and children, as well as the relevance of Sheptytsky's approaches to the goals and methods of family education.

Thus, the analysis of literature sources demonstrates that the issue of moral and patriotic education of older preschool children is multifaceted. Researchers highlight the need to integrate traditional and innovative approaches that foster moral and patriotic values. The effectiveness of this process largely depends on collaboration between educators and parents and the application of modern pedagogical technologies.

METHODS AND MATERIALS

Research Design

The study was conducted using mixed methods, which included the collection and analysis of both quantitative and qualitative data, organised into three stages (Figure 1).

Figure 1*Stages of the Study**Source.* Own research.

First Stage – Diagnostic at this stage, an initial diagnosis of the level of patriotic feelings in preschool children (aged 5-6 years) was conducted.

Second Stage – Formative. This stage involved the development and testing of pedagogical conditions aimed at fostering patriotic feelings in preschool children. These conditions included the use of children's fairy tales, folk games, proverbs, and songs that introduced children to the richness of Ukrainian cultural heritage. Additionally, interactive technologies were employed, such as multimedia presentations, educational videos, and thematic events like festive activities. This stage lasted for 6 months (from June to November 2024) and included a series of sequential activities aimed at developing children's sense of patriotism:

June 2024 – Children became acquainted with Ukrainian cultural heritage through reading children's fairy tales and discussing their plots. Special attention was given to tales that contained elements of patriotism, love for the homeland, and respect for traditions.

July – August 2024 – Educators organised folk games that contributed to the development of emotional sensitivity to national values. Simultaneously, folk proverbs and songs were used, which children learned and performed during lessons.

September 2024 – The educational process integrated multimedia presentations aimed at visualising national symbols, cultural landmarks, and the natural wealth of Ukraine. Children watched educational videos that introduced them to the history and customs of their native people.

October and November 2024 – The final stage involved thematic lessons and celebrations dedicated to Ukrainian culture. Educators also conducted interactive discussions that reinforced the knowledge gained and helped establish an emotional connection with the homeland.

The organisation of a systematic approach to patriotic education in the educational process of preschool institutions is an important task that requires improving methods and the content of educational work. For this reason, a series of events was held from June to November 2024.

- Regular reading of specially selected literature by educators.
- Listening to audio recordings of works and stories about nature, notable fellow countrymen and their achievements, participating in literary quizzes.
- Organisation of virtual excursions, interactive quests, implementation of thematic projects, etc.

Stage 3 – Control. This stage involved conducting a repeated diagnostic assessment of the levels of patriotic feelings in older preschool children (aged 5-6 years). The results obtained from the surveys were processed using both quantitative and qualitative methods, as well as software tools such as Excel. The statistical analysis was then carried out using Student's t-test to assess the significance of moral and patriotic education and draw conclusions.

Research Methods

The research employed the following methods:

- Survey of educators – this method allowed the collection of information about the views, experiences, and challenges educators face when working with moral and patriotic feelings in children.
- Observation of children's behaviour during educational work – this method enabled the evaluation of children's actual behaviour in various educational settings.
- Experiment – this method allowed educators to test the effectiveness of the proposed moral and patriotic education programme in two groups: experimental and control. After completing the programme, the indicators of both groups were compared using mathematical statistics.
- Child research methods: a) diagnostic interviews – Responses to questions; b) work assignments – Observing the completion of work tasks. These methods involve the use of criteria and indicators of patriotic qualities in preschool children.

The research on the development of patriotic qualities in older preschool children was carried out based on three main components: cognitive, emotional, and behavioural.

The cognitive component involved evaluating the children's knowledge about their country, native city, national symbols, and nature through diagnostic interviews. The emotional component was studied based on the children's reactions to illustrations and photographs depicting societal events and phenomena. The behavioural component was assessed based on the completion of practical tasks aimed at socially useful labour, interaction with nature, and helping adults. Children were graded on each component, which allowed the determination of the overall level of developed patriotic qualities according to three categories: high, medium, and low levels (Table 1).

Table 1

Test Results of the Determination of the Overall Level of Developed Patriotic Qualities According to Three Categories

Level	Description	Number of Points
High	Fully developed patriotic qualities	8-9
Medium	Partially developed patriotic qualities	5-7
Low	Insufficient level of development	1-4

Source. Results of own research.

The proposed Table 1, which defines the levels of development of patriotic qualities (high, medium, low) by the number of points, is a good starting point. However, to define these levels more fully and objectively, it is necessary to add specific criteria. Criteria are measurable attributes or indicators that are used to assess the degree of development of a particular quality. They ensure transparency, accuracy, and standardisation of the assessment. In the context of the study, where we distinguish cognitive, emotional, and behavioural components of patriotic qualities, criteria should be developed for each of them. This will allow for a clear distinction to be made as to what exactly constitutes a 'high', 'medium', or 'low' level in each of these dimensions.

For each of the three components (cognitive, emotional, and behavioural), we will develop criteria that will further help in creating detailed descriptors for Table 1.

Cognitive component: 'Knowledge and perceptions of the homeland'. This criterion reflects the scope and depth of the child's knowledge about his/her country, its culture, symbols, history, and nature. The criterion assesses the extent to which a child understands the concepts of 'Motherland', 'Ukraine', 'hometown/village', and what knowledge he/she has about state symbols (flag, coat of arms, anthem), national traditions, prominent personalities, and nature of the native land. This is the basis for the formation of conscious patriotism.

Emotional component: 'Emotional and value attitude towards the Motherland'. This criterion describes the depth of feelings a child has for his/her country, its culture and symbols, as well as his/her ability to empathise and appreciate. Criterion meaning: measures the extent to which a child feels love, pride, and respect for Ukraine, its

history, and culture. This is manifested in the expression of positive emotions when recalling national symbols, listening to the national anthem, stories about heroes, or the beauty of nature. It also includes the ability to sympathise and empathise with the fate of one's people.

Behavioural (activity) component: 'Manifestation of patriotism in activity and interaction'. This criterion reflects the child's readiness to act by his/her knowledge and feelings, to show an active position in everyday life. Meaning of the criterion: assesses how a child manifests his/her patriotism in specific actions: participation in thematic games, holidays, readiness to help adults in socially useful work (for example, caring for plants, animals, cleaning the territory), respect for national symbols and traditions, initiative in learning new things about his/her homeland.

Sample Description

The research base consisted of two preschool educational institutions (PEIs) in Kryvyi Rih: PEI No. 123 (experimental group) and PEI No. 102 (control group). The sample included senior preschool-aged children (5–6 years old) totaling 40 children and 10 educators. For the study, we specifically selected two PEIs located in the same district with similar educational programmes. This ensured the collection of high-quality, representative data and minimised external influences on the research results.

The sample was distributed as follows: 20 children were assigned to PEI No. 123, where moral-patriotic education methods had already been introduced, while the remaining 20 children formed the control group in PEI No. 102, which followed the standard programme. A significant limitation of the study is the small sample and the participation of only two preschool education institutions, which reduces the possibility of generalising the results.

This selection was based on the following reasons: groups of 20 children are convenient for conducting activities and observations without overloading the researcher-educators, allowing for an individualised approach to each child. This is crucial for accurately measuring the effectiveness of the methods. Such distribution ensures a balance between the practical reliability of the results and the feasibility of implementing the educational experiment within the PEIs.

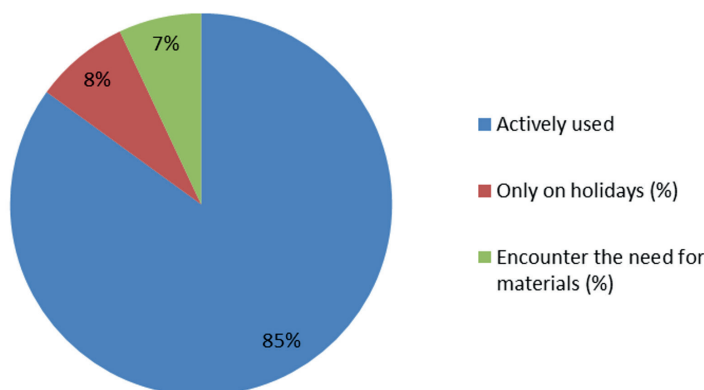
Research Tools. Data collection was conducted using the Google Forms platform, which facilitated the surveying of educators. The surveys were conducted in December 2024 to compare results with those obtained in January 2024. For initial data processing and visualisation, Excel was used. To verify the statistical significance of differences between the experimental and control groups, the Student's t-test for nonparametric data was applied. This confirmed the effectiveness of the introduced pedagogical methods. These tools provided a comprehensive approach to analysing the levels of patriotic qualities development in children.

RESULTS

Before analysing the moral-patriotic education of senior preschoolers (5–6 years old), an initial survey of educators in the experimental group (EG) was conducted. This is illustrated in Figure 2.

Figure 2

Results of the Survey of Educators from PEI No. 123 (Averages)



Source. Own research.

The findings of the study in the IPE No. 123 indicate that 85% of teachers consider moral and patriotic education important and regularly use materials with national symbols. At the same time, 8% use such materials only during national holidays, and 7% note a lack of quality methodological resources. These data underline the general awareness of the importance of this educational area in working with children aged 5-6. However, challenges remain, including the limited use of materials outside of holidays and insufficient methodological support.

Figure 2 illustrates that 85% of educators consider moral-patriotic education important and regularly use materials featuring national symbols. Meanwhile, 8% use such materials only during national holidays, and 7% indicate a lack of quality methodological resources. These findings highlight the general awareness of the importance of this educational direction for working with children aged 5–6 years. However, challenges remain, including limited application outside festive events and insufficient methodological support.

The study further analysed the results among children in the control group (CG) and experimental group (EG). First, the cognitive component was examined, with the results presented in Table 2 (before and after the experiment).

Table 2*Results of the Cognitive Component Study (before and after the Experiment)(%)*

Group	High Level		Average Level		Low Level	
	Before	After	Before	After	Before	After
Control	20	65	50	35	30	5
Group	15	25	45	30	40	25

Source. Own research.

As seen in Table 2, before the experiment, the majority of children in both the control group (CG) and the experimental group (EG) demonstrated an average level of cognitive component development in moral and patriotic education. This indicates a basic understanding of key topics while also highlighting the need for systematic pedagogical intervention to achieve a higher level of knowledge.

A high level of the cognitive component was observed in only 17.5% of the children, indicating insufficient knowledge about the city, country, and national symbols. After the study, the indicators improved, which is evident in both the emotional and activity components. Table 3 presents the data obtained from the study of the emotional component.

Table 3*Results of the Emotional Component Study (before and after the Experiment)*

Group	High Level(%)		Average Level(%)		Low Level(%)	
	Before	After	Before	After	Before	After
Experimental	25	70	45	25	30	5
Control	20	35	40	40	40	35

Source. Own research.

Before the experiment, a high level of the emotional component of patriotic qualities was observed in 25% of children in the experimental group and 20% in the control group, a medium level in both groups, and a low level in 30% (EG) and 40% (CG). Now, we can observe an increase in the high level of the emotional component in the EG, indicating a greater focus on emotional development.

Table 3 shows that in the children from the EG, the high level of the emotional component increased from 25% to 70%, the medium level decreased from 45% to 25%, and the low level decreased from 30% to 5%. These changes confirm the effectiveness of the applied pedagogical methods. In contrast, in the CG these changes are less significant: the high level increased only from 20% to 35%, while the medium and low levels remain higher, indicating slower dynamics without special educational methods. In Table 4, we can see the changes in the activity component in children aged 5-6 years.

Table 4*Results of the Study of the Activity Component (before and after the Experiment)*

Group	High Level(%)		Average Level(%)		Low Level(%)	
	Before	After	Before	After	Before	After
Experimental	30	60	50%	35	20	5
Control	25	30	45	45	30	25

Source. Own research.

30% of the children in the experimental group (EG) and 25% in the control group (CG) exhibit a high level of social behaviour, 30% of EG and 25% of CG demonstrate an average level, and 20% of EG and 30% of CG show a low level. Under the influence of pedagogical methods, children aged 5-6 began to value socially useful work more, show initiative, and be ready to help. This indicates an increase in the level of the behavioural component of patriotic qualities.

After the implementation of the experiment, a significant difference between the groups was observed. In the experimental group (EG), 60% of children reached a high level of the behavioural component, which is twice the corresponding figure in the control group (CG) (30%). At the same time, the proportion of children with a low level in the CG remains high (25%), whereas in the EG it has decreased to 5%. This indicates the effectiveness of the methods used in the experiment. Finally, we can show the overall assessment of the development of patriotic qualities in Table 5.

Table 5*Overall Assessment of the Development of Patriotic Qualities (Feelings) in %*

Group	High Level (8-9 points)	Average Level (5-7 points)	Low Level (less than 4 points)
Experimental	25	60	15
Control	20	50	30

Source. Own research.

Before the experiment, a high level of patriotic qualities (8-9 points) was observed in 25% of children in the experimental group (EG) and 20% of children in the control group (CG), indicating a small proportion of children with established understanding of national symbols, love for the homeland, and comprehension of patriotic values. A medium level of patriotic qualities was found in 60% of children in the EG and 50% in the CG, indicating partial acquisition of patriotic knowledge, though not sufficient to form a stable patriotic position. A low level (≤ 4 points) was observed in 15% of children in the EG and 30% in the CG.

This data highlights the need to improve pedagogical approaches aimed at deepening knowledge about national culture and developing emotional attachment to the homeland, which confirms the importance of working on methods of patriotic

education in preschool institutions. We will present these results in Table 5, which shows the insufficient level of development of patriotic qualities in older preschool children according to cognitive, emotional, and behavioural criteria. One of the reasons for this may be the insufficient interest of adults in patriotic education for children.

Many 5-6-year-old children do not know or do not have deep understanding of the social life of their city, and their knowledge of the history of Ukraine, national symbols, and national attributes is superficial and disorganised; in the speech of preschoolers, there are often stereotypical phrases, indicating a lack of understanding of the meaning of what they are learning.

Emotional connections to the Motherland are also underdeveloped or weak. Most children lack the desire for socially useful activities. This may indicate a low readiness to perform tasks that have social or practical value. This is related to the fact that adults (both educators and parents) do not always effectively organise the process of patriotic education.

The obtained research results confirm the effectiveness of the pedagogical methods and approaches used in the process of moral and patriotic education in the experimental group (EG). The methods implemented contributed to a significant increase in the overall level of patriotic qualities in older preschool children.

To test significance, the Student's t-test was used, which has two hypotheses: the differences between the EG and the CG are insignificant (null hypothesis H_0) and the differences between the experimental and control groups are significant (alternative hypothesis H_1).

If $t_{calc} > t_{crit}$, then H_0 is rejected, and H_1 is accepted and vice versa. As a result of statistical analysis, we can see that the average EG score is 2.6, the average CG score is 2.05, calculated Student's criterion (t_{calc})—2.54, critical (t_{crit})—2.10.

To test the significance of the differences obtained in the study, the Student's t-test was applied. It is important to note that the Student's t-test is a parametric statistical test designed to compare the means of two groups, provided that the data meet certain assumptions, such as normal distribution and equality of variances. The erroneous reference to it as 'non-parametric' in the previous description is inaccurate, as other tests are used for non-parametric data (e.g., the Mann-Whitney U test). In the context of this study, the use of the t-test requires the assumption that the scores on the level of patriotic qualities, despite their categorical nature (high, medium, low, reflected in scores from 1 to 9), can be sufficiently close to the interval scale, and the distribution of total scores in groups does not deviate significantly from the normal, which is typical for pedagogical research in assessing the level of development of qualities.

When applying the t-test, two hypotheses are formulated: The null hypothesis (H_0 : the differences between the experimental group (EG) and the control group (CG) are statistically insignificant. This means that the observed differences between the groups' mean scores are likely to be the result of chance rather than the impact of the pedagogical methodology used.

Alternative hypothesis (H_1): the differences between the experimental group (EG) and the control group (CG) are statistically significant. This implies that the impact of the pedagogical methodology in the experimental group caused real, non-random changes in the development of patriotic qualities.

Decision-making rule: If the calculated value of the t-test (t_{calc}) is greater than the critical value (t_{crit}), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This indicates that there are statistically significant differences between the groups. If $t_{calc} \leq t_{crit}$, then H_0 is accepted, indicating that there are no statistically significant differences. As a result of the statistical analysis, the following indicators were established: the average score in the experimental group (EG) was 2.6; the average score in the control group (CG) was 2.05. The calculated value of the t-test (t_{calc}) is 2.54, but the critical value of the t-test (t_{crit}) is 2.10. Since t_{calc} (2.54) is greater than t_{crit} (2.10), this allows us to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1). Thus, the data obtained statistically confirm that the differences in the level of development of patriotic qualities between the experimental and control groups are significant, which testifies in favour of the effectiveness of the proposed pedagogical methodology.

DISCUSSION

The results obtained are important for further analysis, but they cover only one aspect of the study—patriotic education. Equally significant is the theoretical and practical analysis of moral education in the modern educational environment, which is closely related to patriotism.

Khuyanazarova Mirzamaxmudovna (2021) emphasises that emotional sensitivity affects the activity and reactions of preschoolers, suggesting games for the development of emotional, cognitive, and behavioural spheres. Our results align with these findings, as the use of gaming technologies within the experiment significantly increased the level of the emotional component of patriotic feelings in children.

Oleksandr Pisotskyi (2023) and Svitlana Matvienko (2020) confirm the effectiveness of game forms in fostering humanity. According to the research, only 17% of preschoolers have a high level of humane feelings, while 50% have a low level, and 30% have a medium level. The results obtained also align with our conclusions: before the experiment, 25% of children showed a high level of patriotic qualities, and after the experiment, this figure rose to 70%.

Mehmet Yalcin et al. (2020) and Amira Sattar and Muhammad Shahid Farooq (2024) emphasise the role of patriotism in the modern educational environment, noting the importance of its connection with moral education. Our results align with these conclusions, as the integration of moral and patriotic components in the educational process contributed to the improvement of patriotic qualities in children.

Leli Halimah et al. (2020) and Sri Indah Pujiastuti et al. (2021) explored moral education through culturally adapted approaches, including role-playing games and discussions. In our study, the use of folk games and proverbs, reflecting cultural

heritage, also positively impacted the development of patriotic feelings in preschool children, confirming the effectiveness of such methods.

Wisnu Kristanto and Alfina Citrasukmawati (2023) note that online learning during the COVID-19 pandemic affected children's language development. Although their research focused on another aspect, our results showed that interactive methods, particularly multimedia presentations, also contributed to better knowledge acquisition and improved the cognitive component of patriotic qualities.

Yeni Solfiah et al. (2020) and Baiba Martinsone et al. (2022) emphasise the importance of social-emotional competence as a factor for academic success. The results we obtained demonstrate similar conclusions: the development of emotional attachment to the homeland through interactive activities contributed to the improvement of the overall level of patriotic qualities.

Martinsone et al. (2022) found that a high level of social-emotional competence correlates with better academic performance, while a lower level of emotional-behavioural difficulties contributes to successful learning. Our study confirms this trend, as children who participated in the patriotic education programme showed a significant reduction in the low level of patriotic qualities.

Shalini Gautam et al. (2023) and Rui Yang et al. (2023) explored the impact of moral stories on trust and social-moral development in preschoolers. The authors found that stories with human characters promote the development of honesty in children aged 5-6 years, emphasising the importance of adapting classical stories to enhance their effectiveness. Meanwhile, Xiao Pan Ding et al. (2023) and Falakhul Auliya et al. (2020) investigated various aspects of moral education in preschool age, particularly through the use of classical moral stories and the influence of the environment on children's moral intelligence. The research highlights that adapting these stories for specific age groups can significantly improve their effectiveness. Thus, all the results of our study align with the conclusions of the aforementioned authors, which indicates the effectiveness of the pedagogical methods used in moral-patriotic education for preschoolers.

LIMITATIONS

The main limitation of the study is its focus on older preschool children, which does not take into account the characteristics of younger age groups.

RECOMMENDATIONS

For future research, it is recommended to expand the sample by including other age groups to study the dynamics of patriotic qualities formation at different stages of development.

CONCLUSIONS

The study confirms the implementation of pedagogical conditions and methods aimed at the formation of moral-patriotic education in children aged 5-6 years. This can be observed in the group of children in the experimental group (EG), where cognitive, emotional, and behavioural (activity) components of moral and patriotic education significantly improved. The proportion of children with a high level of patriotic qualities in this group increased significantly compared to the control group, which is confirmed by statistically significant results.

The scientific novelty of the study lies in the proposed integration of traditional and modern educational methods in preschool settings for the first time. The practical value of the results lies in their potential use by educators and methodologists for the development and improvement of moral-patriotic education programs. The data obtained will contribute to the improvement of teaching materials and the conducting of training for educators and parents.

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