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**УДК УДК 373.3:398.2****ЕТНОКУЛЬТУРНИЙ КОМПОНЕНТ У СУЧАСНІЙ ПОЧАТКОВІЙ ОСВІТІ**

**Анотація.** Мета статті полягає у розкритті ролі етнокультурного компонента у формуванні національної свідомості молодших школярів.

Однією з найважливіших функцій школи на сьогоднішньому етапі є розвиток особистісного світу дитини шляхом опанування нею духовнопрактичним досвідом і культурою людства, виховання людини культури, здатної до самовизначення і продуктивної творчої діяльності для створення культурного середовища. Реалізація етнокультурної складової змісту шкільної освіти, яку забезпечує культурологічний підхід, відкриває учням простір для творчої і дослідницької діяльності, набуття ними ключових і предметних компетентностей. Доведено, що завданням вчителя і шкільної освіти є забезпечення передачі і донесення етнокультурних традицій попередніх поколінь сучасному, підтримка позитивних тенденції культурної взаємодії в умовах спільного проживання різних народів / національностей / етносів для збагачення і розвитку етнічних культур у складі національної культури.

Наголошено, що етнокультурний компонент виступає ефективним засобом пробудження пізнавальної активності, самостійності, яскравої індивідуальності, естетичного розвитку молодших школярів, залучення їх до багатих скарбів матеріальної і духовної культури українського народу через засвоєння теоретичних знань та практичну участь у примноженні її здобутків. Він забезпечує засвоєння зразків і цінностей національної культури, культурно-історичного, соціального досвіду своєї держави, формування відчуття приналежності та поваги до рідного краю. Реалізація даного компонента забезпечується через зміст підручників мовнолітературної освітньої галузі – «Українська мова» та «Читання», де представлені зразки художніх творів етнокультурного спрямування, оскільки українознавча тематика формує в учнів початкових класів українознавчу і загальнокультурну компетенцію.

**Ключові слова:** національність, національні цінності, етнокультурний компонент, духовна культура, традиції, зміст шкільної освіти.

**ETHNO-CULTURAL COMPONENT IN MODERN PRIMARY EDUCATION**

**Abstract.** The aim of the article is to reveal the role of the ethno-cultural component in forming the national consciousness of junior schoolchildren.

One of the most important functions of the school at today's stage is the development of the child's personal world through mastering the spiritual and practical experience and culture of humanity, educating a cultured person capable of self-determination and productive creative activity to create a cultural environment. The implementation of the ethno-cultural component of the content of school education, which is provided by the cultural approach, opens up space for students in creative and research activities, their acquisition of key and subject competencies. It has been proven that the task of the teacher and school education is to ensure the transmission and communication of the ethno-cultural traditions of previous generations to the present, support the positive trends of cultural interaction in the conditions of cohabitation of different peoples / nationalities / ethnic groups for the enrichment and development of ethnic cultures as part of the national culture.

It is emphasized that the ethnocultural component is an effective means of awakening cognitive activity, independence, bright individuality, aesthetic development of junior schoolchildren, their involvement in the rich treasures of the material and spiritual culture of Ukrainian people through the assimilation of theoretical knowledge and practical participation in multiplying its achievements. It ensures the assimilation of samples and values of national culture, cultural-historical and social experience of one's state, the formation of a sense of belonging and respect for one's native land. The implementation of this component is ensured through the content of the textbooks of the linguistic and literary field of education - "Ukrainian language" and "Reading", where samples of artistic works of ethno-cultural orientation are presented, since Ukrainian studies topics form Ukrainian studies and general cultural competence in primary school students.

**Keywords:** nationality, national values, ethno-cultural component, spiritual culture, traditions, content of school education.

**INTRODUCTION**

The modern world lives in an era of powerful globalization, which covers all spheres of social life and ensures the integration of peoples and states into a single living space. And innovations caused by the rapid development



of information technologies not only provide new chances and opportunities, but also increase the degree of risks, the consequences of which can affect the fate of humanity as a whole. "Moreover, globalization includes not only economic, technological or financial components, but also transforms culture, people's lifestyle, the system of values and guidelines that recognize a person's position in the world. In particular, globalization destroys and transforms traditional forms of identity, and people lose the sense of belonging to a certain environment, stable and defined values and landmarks" (Liakh V.V).

In our country, this situation is further complicated by the cruelest of all wars that mankind has ever experienced, the great Russian-Ukrainian war, when the Rashists completely destroy peaceful cities and villages, plunder our land, force millions of people to leave their homes and seek refuge in other countries of the world, in a foreign linguistic and cultural environment, adaptation in which requires adequate actions and, accordingly, preservation of national identity, native language and culture, universal and national values. In the context, the relevance of this problem is extremely important, which involves the accumulation of the best examples of folk pedagogy in the formation of a growing personality on ethno-cultural basis.

**Analysis of recent research and publications.** The study of scientific literature confirms that various aspects of the outlined problem were studied by scientists R. Druzhnenko, T. Diachenko, Ya. Zhuretskyi, T. Ziakun, V. Komissarov, O. Kuzyk, I. Lebid, V. Musienko, G. Filipchuk and others. - assimilation of elements of ethnoculture by children and young people; S. Borisova, R. Bereza, O. Gevko, O. Krasovska, N. Meshcheriakova, R. Osypets, L. Palamarchuk, D. Thorzhevskiy, M. Chepil, O. Horuzha - traditions of Ukrainian ethno-culture, problems of formation of national identity and self-awareness, H. Vorobei, H. Klovak, N. Kuzmenko, L. Khodanych, N. Chernukha - issues of ethnopedagogy in the educational space of primary school. The works of H. Vashchenko, B. Stuparyk, and V. Sukhomlynskyi became an important basis for our research.

#### **PURPOSE OF THE RESEARCH**

The aim of the study is to develop the role of the ethnic component in forming national awareness of junior schoolchildren to define the possibilities of using tools of human creativity in the teaching of elementary school students, a generic specification for ethno-cultural orientation.

#### **RESEARCH METHODS**

Research methods – theoretical analysis of scientific and methodical literature, content analysis of textbooks on the Ukrainian language, reading, observation and survey of schoolchildren regarding interest in studying ethno-cultural works, systematization and generalization of research materials.

#### **RESULTS OF THE RESEARCH**

The dynamic development of world civilization entails requires solving the problems of preserving cultural diversity and cultural identity in the conditions of the expansion of mass (consumer) culture and processes of globalization. They appear as an external factor that has a significant impact on the nature and direction of cultural processes within the social system.

The activities of different types and forms of ownership in these ambiguous circumstances are guided by the position of the the Law of Ukraine "On Education", and its purpose is to define 'the overall development of man as a person and the highest value of society, its talents, intellectual, creative and physical abilities; - the creation of values and skills needed for successful self-realisation, the raising of responsible citizens, - able to consciously choose and direct their activities for the benefit of other people and society, enriching on this basis intellectual, economic, creative, (The Ukrainian Law "Pro osvitu" (2017)).

The Law of Ukraine "On Complete General Secondary Education", which stated that the non-negative component of the educational process in educational establishments is an educational process, - to form responsible and honest citizens capable of conscious social choice and of targeting their activities for the benefit of other people and society; respect for dignity, rights, freedom, the legitimate interests of man and citizen; impatience to humiliate human dignity and dignity, physical or psychological violence, as well as discrimination on any mark; patriotism, respect for the state language and state symbols of Ukraine, respect and care for national, historical, cultural values, intangible cultural heritage of the Ukrainian people, - a conscious obligation to protect Ukraine's sovereignty and territorial integrity where necessary (The Ukrainian Law "Pro povnu zahalnu seredniu osvitu" (2020)).

For the practical implementation of the Law of 30 September 2022 Ukraine's Ministry of Education endorsed the State Standard of Basic Secondary Education, which creates the conditions for continuing the reform of the "New Ukrainian School" in 5-9 classes. The State standard defines the primary objective of education among others as "raising responsible, respectable attitudes to the family, society, the environment, 'the national and cultural values of the Ukrainian people'. Implementation of this situation is based on valuable orientations such as "the formation of students' active civil position, patriotism, respect for the cultural values of the Ukrainian people, its historical and cultural heritage and tradition, the state language; education of love for their homeland, the right attitude to the environment." They're formed before subjects in educational fields like language-literature, civil and historical, social and health maintaining, natural, - which are compulsory for learning and are part of the state component of the content of education (the alternative part of the curriculum).

The school component (the variable part of the curriculum) also plays an important role in this process, considering the regional features and conditions in which the school works, in particular: The language of nationalities in their compact habitats according to the Law of Ukraine "On Education". It also reflects the ethnicity of the region, its territories and cultures, national traditions, etc. Thus, in the development of national education, based on humanistic values, culture



is a means of educating a person in the 21st century with a new thought, a new outlook on life. That's why one of the most important functions of school today is the development of the child's personal world by manipulating it through spiritual and practical experience and human culture, by educating the human culture, capable of self-determination and productive creativity to establish a cultural environment. Implementation of the ethnocultural component of school education, which provides a cultural approach, opens up space for students to do creative research, - to acquire key and objective competencies.

Ukrainian philosopher M. Popovych claimed: "Culture is us, but it is also more than us. Every human being reflects and shines the universal heritage in full. Culture is like a powerful continent on which we live. It is like a language that must be mastered in order to understand the infinitely deep meanings that all its components are endowed with."

At the same time, the English ethnographer E. Tyler defined culture as a set of knowledge, art, morals, rights, habits, beliefs, and habits, of people as members of society.

Ethno-culture in Ukraine is determined by the ethnic behavior of the most numerous and, therefore, the titular Ukrainian nation, which historically has been the main factor of state-building. However, each ethnic group that lives on the territory of Ukraine under the influence of integration processes, diversifies the forms of manifestation of ethno-culture mainly in the direction of its regional diversity. Ethnoculture is the result of collective creativity, it is a set of material and spiritual values produced by a certain ethnic group on its territory throughout its history, which is a complex dynamic formation that changes, develops according to time and situation, and is enriched by the influences of other ethnic groups. Ethno-culture as a dialectical system, on the one hand, is stable and has clear characteristics: habits, traditions, rituals, beliefs, folklore, and on the other hand, it's in constant development, enriching with innovative ethical influences, it's not a closed but an open system. Therefore, the task of the teacher and the school is to convey ethnic traditions to the present generation, supporting positive trends in cultural interaction in the context of the shared lives of different peoples/nationalities/ethnicities for the enrichment and development of ethnic cultures in the context of national culture. It's very important to start this targeted pedagogical process from the early days of children's education, especially in the political region, where representatives of certain ethnic groups and communities have different ethnic characteristics and cultural traditions.

In the system of primary education, the basis of which is the humanistic values of previous generations, culture serves as a means of educating a person of the 21st century, with a new way of thinking, a new outlook on life. The ethno-cultural component, helping students to enter the process of communication with other cultures, contributes to the awareness of the absolute uniqueness of national culture, enriches national treasures, moral and aesthetic ideals, ensures the formation of ethnic identity and a sense of self-worth in students. It acts as an effective means of awakening cognitive activity, independence, bright individuality, aesthetic development of junior schoolchildren, involving them in the rich treasures of the material and spiritual culture of the Ukrainian people through the assimilation of theoretical knowledge and practical participation in multiplying its achievements. It ensures the assimilation of samples and values of national culture, cultural-historical, social experience of the state, the formation of a sense of belonging and respect for the native land. The inner world of an individual is the driving force of the development of a person's spirituality, the determining factor of actions and behavior, value orientations, life, and civic position.

Pedagogical experience suggests - that the leading trends of the ethnic component of the modern primary education system in Ukraine have become: the idea of preserving the ethnic identity of the person; and ensuring the development of school education based on a combination of modern and traditional cultural values of ethnicity; the introduction of the national component into education.

It should be noted that in today's complex realities, one of the most important tasks of a modern elementary school is the formation of universal human values, subject competencies, life and social skills, and preparation for life in a democratic society. The use of the ethno-cultural potential of reading instructional kits for primary school will contribute to the successful solution of this problem. (The successful solution of this problem will be facilitated by the use of the ethno-cultural potential of the primary school reading instructional kits.)

The conducted analysis proved that the textbooks for primary school widely represent various texts of oral folk art, stories, fables, legends, poems, which reflect the pedagogical experience of the Ukrainian people in the moral and spiritual formation of the personality of children of primary school age.

The "Citana" manuals of modern authors include works of the best Ukrainian and world literature available to junior schoolchildren. In accordance with their age- peculiarities and their children's preferences for reading and analyzing, they offer the texts of different genres for all people: mysteries, abbreviations, messages, stories, legends, myths; and texts of modern Ukrainian children's and foreign literature. The selected texts have different thematically focused works about Ukraine; and works about nature in different seasons; works with motives of beauty and the magnificence of Ukraine; works of high spirituality and morality of the Ukrainian people; adventures, fiction.

In the process of their development, it should be considered that literature is a rich source of knowledge of life and a powerful factor of special influence on the personality. After all, "thanks to literature, a person becomes, as it were, a participant in the endless complex and diverse historical path of the development of human society. Absorbing this experience accumulated by humanity, it grows not only because it is enriched primarily by the knowledge of this path of people who lived before us and live around us, it also grows because it perceives those high ideals of historical social development" (Voloshyna T. P., 2011, 126).



We emphasize that the importance of class reading lessons lies in the fact that they comprehensively solve educational and upbringing tasks: to expand students' knowledge of the surrounding reality, the past and present of Ukraine, its culture and art, to form elements of worldview and national consciousness, positive moral qualities, schoolchildren acquire knowledge about the ethnoculture of the Ukrainian people, develop mentally and aesthetically, master the skills of independent acquisition of knowledge.

The web project "Citana" can help the teacher in preparing and conducting reading lessons. In this virtual library, you can view children's books that have not been reprinted for a long time and cannot be found in stores. These are beautiful Ukrainian-language publications with excellent pictures and powerful ethno-cultural potential. The developers of the web project share them with modern schoolchildren and welcome anyone to cooperate.

We emphasize that the main ways of implementing the ethno-cultural component of the new content of junior schoolchildren education "the Ukrainian language as a native and state language" are: selection of texts on Ukrainian studies topics of various genres and speech styles; the use of a special system of exercises aimed at enriching students' speech with Ukrainian vocabulary; the use of oral folk art; the use of folkloric materials for lectures, dictations, lessons of coherent speech; compilation of thematic dictionaries of ethnocultural vocabulary; extensive use of opportunities for external and internal integration, conducting integrated lessons (Zubrytska M.).

One of the most important directions for the implementation of the ethnocultural component is a set of thematically combined texts of different types and language styles for the development of all kinds of linguistic activity and creation, the systems of tasks to them, which include: a set of dictionaries, expressions to these texts that will help enrich students' language with a thematically grouped ethno-cultural lexicon, - serve as an opponent to build their own statements; the choice of thematically combined texts, stories, mysteries, phraseological expressions that can be used to illustrate ideas; to build a system of Situational Jobs to create their own monological statements of different types and genres of speech; the use of elements of national games in the educational process; the use of different types of integration in language lessons: subject, active and thematic; the application of non-traditional forms of Ukrainian language teaching (Zubrytska M.).

Among the main criteria for selecting texts for use in language lessons, the following can be distinguished:

- country studies, that is, the content of the text with information about pressing problems of the ecology of nature and human, their thematic and genre diversity, the reliability of information;
- linguistic and verbal: the selected texts should give a complete picture of the main functional styles of the modern Ukrainian language, each text should be characterized by the main stylistic features - scientific, artistic, journalistic style. In addition, the text should be saturated with communicatively significant vocabulary of the appropriate thematic group to enrich the vocabulary of children, language phenomena studied at the lesson, for linguistic analysis;
- educational: the best examples of artistic works should excite with their pure thoughts, love for all living things, a sense of compassion for the surrounding world;
- communicative: a selection of "subject" texts, the content of which is based on life situations. They should be problematic in order to encourage students to think, to argue their points of view. The specified requirements for the texts make it possible to make the process of learning the native language effective (Zubrytska M., 495).

Since in our Chernivtsi region, which is a multi-ethnic region, the ethnocultural component is actively used in the teaching of Ukrainian as the state language in schools with instruction in the Romanian language. Today, all educational institutions must realize the fateful purpose of the Ukrainian language - to be the main communicative, informative, and cultural means throughout the entire territory of the state. It is through the language that the school must fulfill the most important social order - to educate a patriot of Ukraine. Currently, the problem of mastering the state language by representatives of national minorities has crossed purely methodological and linguistic boundaries. It has access to the political plane, as it affects the supply of constitutional rights and freedoms of a person and a citizen.

It should be noted that the available scientific and methodological provision of this process in the region contributes to the achievement of the defined objective. Since the first day of school, young representatives of the Romanian ethnic minority start studying the state language (oral course) using the Ukrainian language manual (authors: N. Pali, M. Einik, M. Istratij), which is completely based on ethnocultural principles and acquaints students with achievements in this field of representatives of different nationalities living in Ukraine.

The textbook opens with an image of the state symbols - the coat of arms, the flag and the text of the Friendly Anthem of Ukraine. On the next page, under the heading "Our Motherland - Ukraine", a geographical map of Ukraine and images of representatives of the most numerous ethnic groups living in our country (boys and girls in colorful national costumes) are presented, as well as a four-line poem by Anatoly Kaminchuk about Ukraine, which is recited by the teacher at the lesson. Next, graphic color drawings of representatives of four ethnic groups (Ukrainians, Romanians, Poles, Hungarians) and a poem by Hanna Chubach are included. The following pages of the textbook are devoted to the motivation of first graders to learn the Ukrainian language as the main method of intercultural communication in Ukraine.

It is important to note that bright colored drawings and logical captions under them, read by the teacher, gradually introduce children to a new world for them - school life, and acquaint them with the cultural heritage of the Ukrainian people. Through participation in children's games ("Geese, geese, home!" "Panas", "Pumpkin walks in the garden"), dramatizations of fairy tales ("Ripka"), learning by heart the poems of Ukrainian poets, familiarization with the national



clothes of Ukrainians and Romanians, rules of etiquette of the Ukrainian people, traditions, rituals, holidays (St. Nicholas' Day, New Year, Christmas).

In the second part of the textbook, according to the topics, textual material is presented - stories, fairy tales, short stories, poems, idioms, riddles, tongue twisters, the simplest linguistic games, which reflect the ethno-culture of Ukrainians as the titular nation of the Ukrainian state.

We declare that through language learning, the school takes an active part in the formation of an individual as a member of society. The role of language in the socialization of Ukrainian citizens of different nationalities, stimulating their intellectual contribution to the scientific potential, integration into the culture of the Ukrainian people, and the formation of the Ukrainian political, scientific, and artistic elite from representatives of national minorities is controversial.

#### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

Therefore, it should be taken into account that the leading role in the formation of the national and cultural consciousness of junior schoolchildren is played by the ethno-cultural component, which is a complex category that "is based on historical truth, historical memory, national ideals, national dignity, national identity, national values and patriotism. It originates and develops in the educational process of primary school through the formation of students' sense of belonging to Ukraine, the understanding of the Ukrainian space in its synodal unity and regional-ethnographic diversity, the formation of a scientific picture of Ukrainian state-building and culture-developing and processes related to self-assertion and development of the Ukrainian nation and the Ukrainian state" (Bozvershenko A. E. 2021, 8), which is extremely important at the current stage.

Prospects for further research are the expansion of a holistic system of ethno-cultural education of junior schoolchildren of the New Ukrainian School in extracurricular activities using the means of folk pedagogy.

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