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THE ROLE OF FOLKLORE IN THE UPBRINGING OF PATRIOTISM OF PRIMARY SCHOOL CHILDREN WITH HEARING IMPAIRMENTS

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ABSTRACT

This article examines the problem of fostering patriotism in younger schoolchildren with hearing impairments and the importance of the pedagogical potential of folklore in this process. The study aimed to substantiate the pedagogical potential of folklore in the upbringing of patriotism in younger schoolchildren with hearing impairments. Research methods include the study and analysis of psychological, pedagogical, methodological, and special literature, as well as conducting experimental work with the introduction of empirical research methods. The experimental part of the study was conducted on teachers and teachers of a special school, and the results were achieved. Throughout the study, we identified the pedagogical potential of folklore and its use by teachers in the upbringing of patriotism of younger students with hearing impairments.

Keywords: *patriotism, upbringing of patriotism, patriotic upbringing, folklore, hearing impairment, primary school student with hearing impairment*

INTRODUCTION

Patriotism is a moral principle, a social feeling, the content of which is love for the Motherland and a willingness to subordinate personal interests to common ones. Fostering patriotism among students is one of the main tasks of an educational institution. The sense of patriotism is multifaceted in content. This is love for the native land, pride in their people, a sense of continuity with the outside world and a desire to preserve and increase the wealth of their country (Gorbunov, 2007).

The upbringing of patriotism in primary schools plays a critical role in shaping students' sense of national identity and civic responsibility from a young age. Research suggests that fostering patriotism at this stage helps children develop a deeper connection to their cultural heritage and national values, encouraging active citizenship (Kostina & Levina, 2020). Through carefully designed educational programs and activities, primary schools can instill respect for national symbols, history, and traditions, creating a foundation for lifelong engagement with societal duties (López & García, 2018). Furthermore, early exposure to patriotism encourages social cohesion and promotes unity within a diverse society (Smith, 2017).

Moreover, the upbringing of patriotism in primary school is most effective, since primary school age is the period of the greatest ability to learn and submit to pedagogical influences; increased susceptibility to social influences, and imitation; the need for communication is an important social need; innate attachment to close people, emotional dependence on adults (Pavlov, 2018). Primary school age is a favorable period for the formation of students' interest in the surrounding reality, but the success of this process is due to the intervention and pedagogical influences of an adult.

Great attention in primary school should be paid to the personal development of a student, especially a student with disabilities. Many researchers (Kuzmicheva & Yakhnina, 2011; Arutyunyan, 2009; Vygotsky, 1991, Boskis, 1988, Rau & Slezina, 1981) emphasize that a significant hearing loss leads to a sharp underdevelopment or lack of speech and negatively affects the general psychophysical development of a primary school student: the development of movements, the formation of his cognitive activity, the development of certain actions; also, the student's interaction with the outside world suffers, which negatively affects on his personal development.

In this regard, upbringing activities should be carried out with mandatory consideration of the individual characteristics of the development of a younger student with hearing impairments (Ivashkina, 2007).

In our opinion, the most effective means of fostering patriotism is the cultural heritage of the people, in particular folklore. Fairy tales, music, proverbs and other folklore genres accompany a child throughout his life, so their use is acceptable and effective in fostering patriotism in younger schoolchildren with hearing impairments.

LITERATURE REVIEW

Folklore is an important treasure of the people, embodying their wisdom, experience, psychology and mentality. Folk wisdom, that is, folklore, reflects the spiritual, moral and aesthetic wealth passed down from generation to generation.

The traditions and customs of the people are in tune with the works of folklore. To effectively use the potential of folklore in the upbringing of patriotism of a younger student. In their research, Anikina (1999), Naumenko (2000), Serdyuk (2011), Yakovlyuk (2004) and others examined the main content and features of folklore.

Folklore (translated from English – folk wisdom, folk knowledge) is folk art: songs, fairy tales, legends, epics, proverbs, sayings, riddles, nursery rhymes, dramatic works, dances, as well as works of fine and decorative arts (Kutz & Zamostyanov, 2005).

The national identity of folklore, its typological similarity and its connection with the folklore of other peoples help to understand more deeply the history, way of life and national character of a representative of a particular ethnic group. The study of folklore has great educational opportunities. Acquaintance with folklore will allow you to find out what the country is rich in, what its features are, what the inhabitants have been doing historically, etc. (Zueva, 1998).

Folklore acts as a leading factor in the upbringing process and has a significant impact on the formation of the personality of a primary school student. The effectiveness of the use of folklore depends not only on the understanding of its role but also on the ability of teachers to use all the valuable substances contained in it in the general context of pedagogical influence. The more carriers of cultural values in the environment, the higher its «density» and development potential. In addition, the effectiveness of upbringing is largely determined by the harmonious combination of such elements as the upbringing sociocultural environment, types of activities and communication (Pomelov, 2013).

Thus, the appeal to folklore can be of great help in the cause of patriotic education. Its invigorating, cleansing effect is especially necessary for younger students (Akhtyrskaya, 2014). Having drunk from a pure source, a junior schoolboy would have recognized his native people with his heart, would have become a spiritual heir to their traditions, and therefore would have grown up to be a true patriot.

The existence and prosperity of a nation depend on people's opinion of the country, in particular, on patriotism. This is a principle that does not change regardless of the past, present and future, and this is evident from historical facts (Oganessian, 1988). Therefore, each country pays priority attention to national upbringing based on the spiritual and cultural traditions that have developed in its history. In addition, understanding and recognizing the spiritual and cultural traditions of other countries, appreciating each other's characteristics and striving to live and prosper together around the world will become a way to create real world peace.

According to scientists Vinogradov, Leontiyev, Mikheeva and others, in the process of economic and political reforms, when the socio-cultural life of the younger generation changed significantly, an important problem arose - patriotic education, which has become one of the most urgent. At the same

time, it acquires new characteristics and, accordingly, new ways of solving it, being an integral part of the holistic process of social adaptation (Chembulatova, 2011).

Recently, an approach to patriotism as an important value has become widespread, combining not only social but also spiritual and moral, ideological, military-historical and other components (Zinchenko & Morgunov, 1994).

In the modern sense, patriotism is a multifaceted concept that everyone interprets ambiguously and has many different definitions. Patriotism (from the Greek word *Patria* - Homeland) is a stable civic position, pride and respect for one's country (Zhilbaeva, 2020).

Kokueva (2002) identifies three main components of patriotic education for a younger student – education, attitude and behavior. The choice of knowledge, their content and systematization, and the sequence of their presentation significantly affect the nature of students' first ideas about their country. Accessibility and scientific reliability should be the necessary principles of knowledge selection. The ability to identify «nodal» events and provide emotional saturation of knowledge is of great importance.

Research (Burov & Burova, 2019), as well as the positive experience of upbringing, reliably show that the task of patriotic upbringing is successfully solved with the skillful selection of the content of education and its emotional transmission to younger schoolchildren with hearing impairments. In this case, for the formed and practical activities of students, it is necessary to rely on elementary moral concepts, habits and qualities of behavior that form the basis of collective relations.

The problems of patriotic upbringing were considered in various aspects, for example, as a national culture in the works of Lukhovitsky (2009), Efremova (2005); internationality and tolerance of Golovinskaya (2005), Gromova (2017); environmental aspects are presented in the work of Bibikova (2005).

In the process of educating primary school students with hearing impairments in the spirit of patriotism, an important role is played by forming their ideas about their small homeland (city, street, school), family, and relatives, teaching communication culture, familiarization with the traditions of their city, forming a sense of love and protection of their homeland.

In special pedagogy, Vygotsky investigated the problem of the development of a child with developmental disabilities as socially significant. The author notes that the only correct way to bring a child out of a social impasse is through his education and upbringing, compensating for his physical shortcomings. It should be noted that according to Vygotsky, an organic defect “causes difficulties, delays and deviations not only in the biological sphere but also in the field of social development of behavior” (Vygotsky, 1991).

The period of primary school education is the most significant and favorable for conducting

“targeted correctional care” for children integrated into a hearing society. According to Boskis (1988), it is fundamentally important to have a special upbringing system for children of primary school age with hearing impairments, which maximally promotes their involvement in various socially significant activities.

Patriotic education, being an important and integral component of the spiritual and moral development of a younger student with hearing impairments, can and should serve as a means in correctional and developmental work with this category of children.

By educating primary school students with hearing impairments on the basis of folklore, it is possible to develop their respect for their people.

Folklore, as a result of folk art, is by its nature close to the work of a younger student with hearing impairment (simplicity, completeness of form, generality of image), the perception of which is natural and understandable for him. Introducing them to various types of folklore based on the material of traditional national culture is one of the main conditions for the full-fledged upbringing of patriotism in a younger student with hearing impairments (Zueva, 1998).

In the conditions of the modern socio-cultural environment, it is necessary to introduce the principle of dialogical communication with the environment, providing for an intensive exchange of emotional states, as the basis of pedagogical activity for the upbringing of younger students with hearing impairment in patriotism (Simkin & Maltseva, 2020).

Thus, the upbringing of patriotism in younger schoolchildren with hearing impairment is a purposeful process of pedagogical influence on the personality of a student in order to enrich his knowledge about the Motherland, foster patriotic feelings, form skills and abilities of moral behavior, and develop the need for action.

In this case, a special role is played by teachers and educators of a special school, their pedagogical competence, and the desire to help a student with hearing impairment in the upbringing of patriotism.

MATERIALS AND METHODS

The practical part of the study was tested in special schools of Almaty and Zhetysu regions. The target audience of the study was 73 teachers and educators of special schools in these regions.

The respondents were randomly selected from all special schools. The questionnaire was used as a means of determining the level of knowledge and attitude of teachers and educators to the problem of fostering patriotism. The questionnaire is designed to determine the respondent's understanding of the role of folklore in the upbringing of patriotism in younger schoolchildren with hearing impairments.

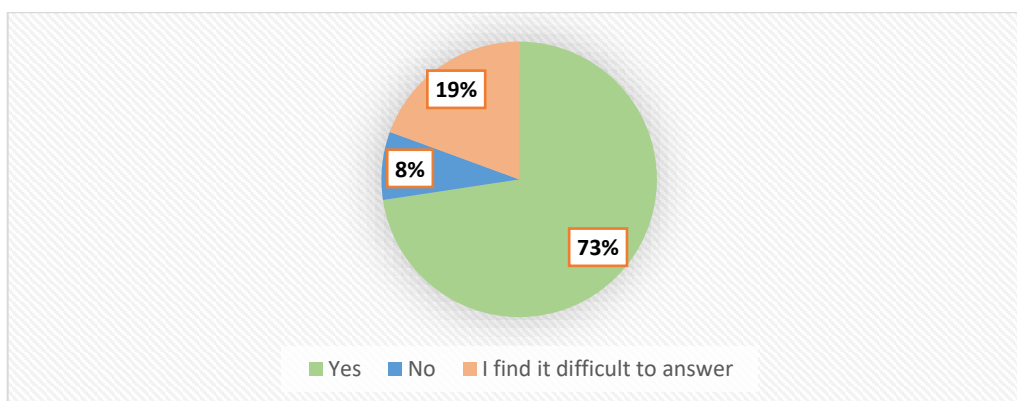
RESULTS AND DISCUSSION

In terms of the problem under study, it was also important to find out what kind of ideas teachers and educators have about folklore, its role in the upbringing of patriotism of younger schoolchildren with hearing impairments, and their opinion on the problem under study. Therefore, the questionnaire included questions in accordance with the set goal.

The respondents' answer to the question “Is the problem of education of patriotism currently relevant?” It was as follows: “Yes” - 73%, “No” - 8%, I find it difficult to answer - 19% (Figure 1).

Figure 1.

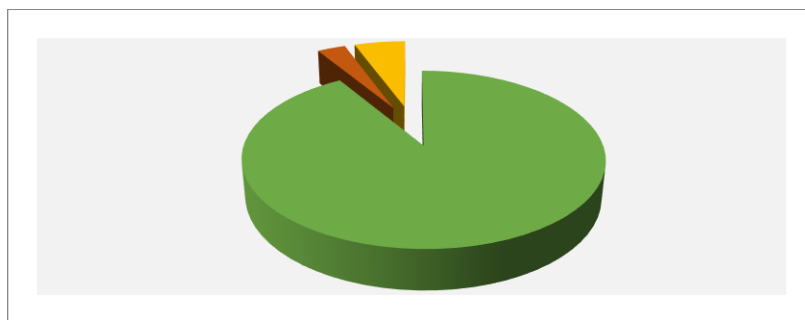
The result of 1 question of the questionnaire.



Attention is drawn to the fact that the specific question: “Can you develop and plan work on fostering patriotism with the students of the classes you work with?” The majority of teachers answered “Yes” (91%), 3.1% answered “No”, and only 6% found it difficult to answer (Figure 2).

Figure 2.

The result of 2 questions of the questionnaire.



To the question “Do you use enough folklore genres aimed at fostering patriotism in primary school students with hearing impairments?” the following data were obtained: “Yes” -57%; “No” - 7%; “I find it difficult to answer” -36% (Figure 3).

Figure 3.

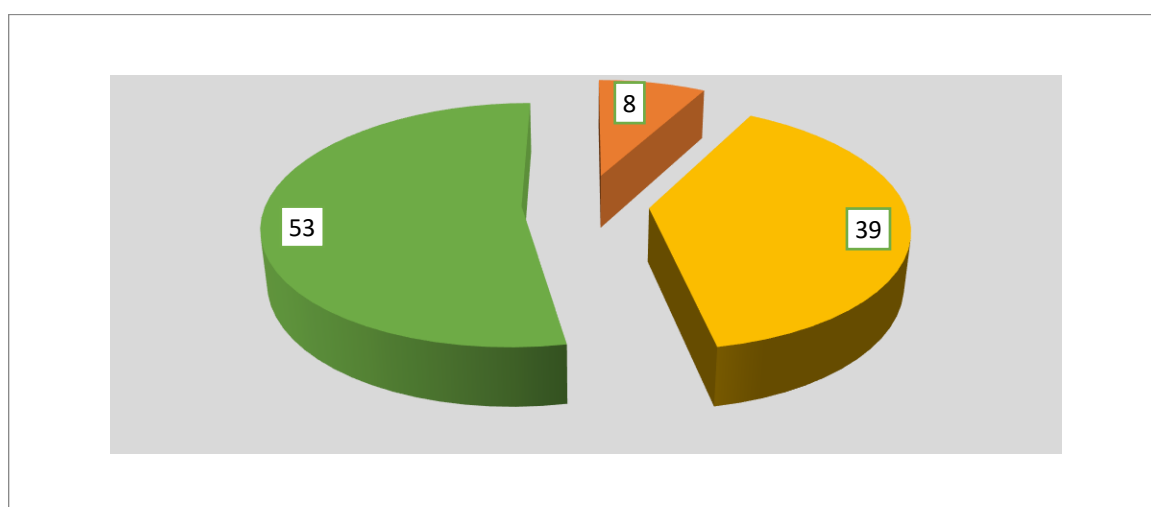
The result of 3 questions of the questionnaire.



On the issue aimed at determining the sufficiency of didactic and methodological materials systematized taking into account the age and psychophysical characteristics of the folklore set in special schools, the following data were obtained: “Sufficient” - 53, “Insufficient” - 39%, “I find it difficult to answer”-8% (Figure 4).

Figure 4.

The result of 4 questions of the questionnaire.



Thus, the results of our research allowed us to determine the following: the education of patriotism of younger schoolchildren is currently an urgent problem, and specialists working in

special schools have sufficient knowledge in planning and designing work on the education of patriotism. However, experts working in this field do not use folklore enough to foster patriotism in a younger students with hearing impairments. Also, a survey of teachers showed a lack of special didactic materials, teaching aids, folklore, selected taking into account the age and characteristics of younger students with hearing impairments, contributing to the education of patriotism in them.

CONCLUSIONS

Folklore plays an important role in fostering patriotism in a younger student with hearing impairments. The presented analysis of the scientific and methodological literature on the problem under study indicates that the education of patriotism today firmly occupies a leading place in the system of education and upbringing of younger schoolchildren with hearing impairments. From these positions and when creating certain conditions for the education of patriotism, folklore is considered the most effective means of social rehabilitation of a younger student with hearing impairments.

Thanks to the work of teachers and educators of special schools, some experience has been gained in organizing and conducting patriotic events for younger students with hearing impairments. At the same time, the insufficient use of experimental and scientific-methodological approaches to solving these problems negatively affects the entire system of educational work on patriotism in a special school.

The experimental work carried out by teachers and educators of the special school made it possible to identify the importance of folklore and the peculiarities of its use by teachers in the education of patriotism among hard-of-hearing younger schoolchildren. In accordance with the purpose of the problem under study, a questionnaire was prepared and conducted to identify the ideas of teachers and educators about folklore, its role in the education of Primary School students with hearing impairments in patriotism and their opinions on the problem under study.

As a result, the study of the practice of education of patriotism in these schools showed that, despite the fact that the educational work of patriotism is given an important place, the use of folklore in this work is carried out without taking into account age and individual characteristics. This area requires further study.

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