

# PREPARING FUTURE PRESCHOOL TEACHERS TO IMPLEMENT A PRAGMATIC MODEL OF CIVIC-PATRIOTIC EDUCATION BASED ON A REGIONAL AND LOCAL CULTURAL APPROACH

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**Abstract.** The article examines the problem of preparing future preschool teachers to implement a pragmatic model of civic-patriotic education based on a regional and local cultural approach. The study is grounded in John Dewey's pragmatic pedagogy and contemporary sociocultural theories of education. Civic-patriotic education is interpreted as a holistic pedagogical process aimed at organizing children's emotional-value, cognitive-cultural, activity-based, social-communicative, and reflective experiences through meaningful interaction with local culture and social reality.

**Keywords:** preschool teacher education, civic-patriotic education, pragmatic pedagogy, regional approach, local culture, experience-based learning, preschool education, teacher training.

In contemporary educational discourse, civic and patriotic education is increasingly viewed not as ideological instruction, but as a process of developing children's civic awareness, social responsibility, cultural identity, and emotional attachment to their homeland through meaningful social and cultural experience. This tendency is especially significant in preschool education, where the foundations of personality, value orientations, and social belonging are formed.

Modern international approaches to early childhood education emphasize that preschool patriotic education should be child-centered, culturally sensitive, and grounded in children's lived experience. Researchers note that emotional attachment to family, local community, and native culture becomes the basis for the gradual formation of civic identity and patriotic consciousness [1 – 4]. In this context, the preparation of future preschool teachers acquires particular importance, since educators become mediators between children and the cultural-social environment in which patriotic meanings emerge.

The contemporary educational environment requires future preschool teachers not only to possess theoretical knowledge about patriotic education, but also to be capable of organizing emotionally rich, socially meaningful, and culturally grounded educational experiences. Therefore, higher pedagogical education must ensure the formation of professional readiness for implementing innovative models of civic-patriotic education based on pragmatic and sociocultural approaches.

The purpose of this article is to substantiate the theoretical foundations and pedagogical conditions for preparing future preschool teachers to implement a pragmatic model of civic-patriotic education based on a regional and local cultural approach.

The proposed model is based on the philosophical and pedagogical ideas of John Dewey, who interpreted education as the reconstruction of experience and emphasized that learning occurs through meaningful interaction with the social environment [5]. From the perspective of pragmatic pedagogy, patriotic education cannot be reduced to the transmission of abstract ideological knowledge. Instead, patriotic meanings emerge through children's active participation in culturally significant practices, communication, cooperation, and reflection.

Within this framework, civic-patriotic education of preschool children is understood as a pedagogically organized process of creating and enriching emotional-value, cognitive-cultural, activity-based, social-communicative, and reflective experiences through which children gradually develop a sense of belonging and attachment to their homeland.

The regional and local cultural approach functions as a cross-cutting methodological principle of the model. Local culture becomes the child's first accessible form of national culture. Through interaction with local traditions, symbols, festivals, stories, architecture, landscapes, and community practices, abstract ideas about the homeland acquire emotional and personal meaning.

The model includes five interconnected components of children's experience:

1. Emotional-value experience – formation of emotional attachment to family, hometown, local traditions, and cultural symbols.
2. Cognitive-cultural experience – acquisition of age-appropriate knowledge about local culture, history, traditions, and community life.
3. Activity-based experience – participation in culturally meaningful activities, creative projects, and collective practices.
4. Social-communicative experience – experience of interaction, cooperation, and communication with others in socially and culturally meaningful contexts.
5. Reflective-meaningful experience – initial forms of awareness and meaning-making related to children's own experiences, emotions, and actions in the social and cultural space.

Author's model conceptualizes the content of patriotic education as a holistic system of interconnected experiences, rather than isolated educational elements. Emotional, cognitive, activity-based, social, and reflective experiences function as mutually reinforcing dimensions of a unified educational process.

Implementing the developed model of civic-patriotic education for preschoolers requires specialized training for future preschool teachers. The training of future teachers should focus on developing the practical competencies necessary for organizing civic-patriotic education based on the diverse experiences of preschool-aged children.

Future preschool teachers should develop the following professional competencies:

- *Competence in implementing regional cultural traditions.* In the context of the People's Republic of China, local culture (local traditions, community practices, regional history, everyday cultural symbols) represents the child's primary and most accessible form of national experience. Through engagement with local cultural content, abstract ideas of the homeland are transformed into concrete, emotionally significant experiences. For example, future teachers should be prepared to organize activities connected with local festivals, family traditions, regional stories, and community life.

- *Methodological Competence.* Future educators must be capable of designing pedagogical situations that integrate emotional, cognitive, practical, social, and reflective dimensions of experience. This includes: organization of project-based and play-based learning; creation of emotionally rich educational environments; use of storytelling, dramatization, dialogue, and creative activities; integration of local cultural materials into educational practice; organization of reflective conversations and meaning-making activities. The methodological preparation of future teachers should be grounded in the principles of experiential learning, child-centeredness, cultural contextualization, and developmental appropriateness [6].

- *Communicative and Social Competence.* Since civic-patriotic education develops through social interaction, future teachers need strong communicative skills. They should be prepared to organize cooperation among children, facilitate dialogue, establish interaction with families, and involve local communities in educational activities. An important aspect of preparation is the development of democratic communication styles based on respect, empathy, cooperation, and shared participation. In Dewey's understanding, democracy is not merely a political system but a form of lived social experience.

- *Reflective Competence.* Future preschool teachers should also develop reflective competence, enabling them to analyze educational situations, interpret children's experiences, and evaluate the personal significance of educational activities. Reflection supports teachers' ability to adapt pedagogical strategies to children's emotional and cultural needs. Reflective

preparation may include: pedagogical reflection diaries; analysis of educational cases; discussion of cultural and ethical issues; self-assessment of professional interaction; interpretation of children's responses and experiences [7].

Effective preparation of future preschool teachers for implementing the pragmatic model requires several pedagogical conditions.

First, higher pedagogical education should integrate interdisciplinary training combining pedagogy, psychology, cultural studies, local history, and sociology. Such integration allows future teachers to perceive civic-patriotic education as a multidimensional cultural and social phenomenon.

Second, teacher education programs should include practice-oriented forms of learning. Students need opportunities to participate in local cultural projects, interact with community organizations, observe preschool educational practices, and design their own educational activities.

Third, teacher preparation should model the same experiential principles that future educators are expected to implement with children. University learning environments should therefore be dialogical, collaborative, culturally meaningful, and reflective.

Fourth, the preparation process should strengthen students' personal cultural identity and emotional attachment to their own regional and national culture. Only educators who personally experience the value of cultural belonging can authentically mediate patriotic meanings to children.

The preparation of future preschool teachers for implementing a pragmatic model of civic-patriotic education based on a regional and local cultural approach represents an important direction of modern pedagogical education. The proposed model interprets patriotic education as a holistic process of organizing children's lived experience rather than transmitting ideological knowledge.

The regional and local cultural approach ensures that patriotic education becomes emotionally meaningful, developmentally appropriate, and culturally authentic. Civic and patriotic education is constructed as a progressive expansion of experience: from love for one's home and local community → to awareness of cultural diversity → to initial identification with the nation as a whole.

Effective implementation of the author's model requires targeted professional training for future preschool teachers, focused on expanding the initial civic experience of preschool-aged children. The professional competence of future teachers in the context of civic-patriotic education includes a system of cultural-regional, methodological, communicative, and reflective competencies that are interdependent. The training methodology for future teachers in this area should focus on mastering pedagogical principles that enable them to demonstrate models of civic behavior and ensure the development of civic and patriotic experiences in preschool-aged children.

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