

## Appendix A

### Observation Protocol for Assessing Patriotic Consciousness in Preschool Children (Adapted from Solonska, 2020)

This protocol was used to assess the level of patriotic consciousness in preschool children (aged 5-6 years) during the formative experiment. The assessment is based on three core components: Cognitive, Emotional, and Activity. Each component is evaluated across three qualitative levels (Low, Medium, High) using the indicators described below.

Observers rated each child's behavior and responses on a 10-point metric scale for each component, where the score corresponded to the qualitative level as follows:

- Low Level: 1-3 points
- Medium Level: 4-7 points
- High Level: 8-10 points

The final qualitative level for each component was determined based on the cumulative score from the relevant indicators.

#### Criteria, Levels, and Indicators for Observing Patriotic Consciousness

Component	Level of Development	Indicators (Anchors for Observation)
Cognitive (Knowledge of state & national symbols, basic geographical/political concepts)	Low (1-3 points)	<ul style="list-style-type: none"> <li>• Has minimal or significantly limited knowledge (e.g., cannot name the country, capital, or identify the flag).</li> <li>• In communication, can spontaneously reproduce or correctly recall 20-50% of basic information about national-patriotic themes when prompted.</li> </ul>
	Medium (4-7 points)	<ul style="list-style-type: none"> <li>• Has basic knowledge (e.g., can correctly name the country, capital, and identify major national symbols).</li> <li>• Can answer direct questions but struggles to provide clarifications or elaborate.</li> <li>• In communication, can reproduce 50-80% of relevant information.</li> </ul>
	High (8-10 points)	<ul style="list-style-type: none"> <li>• Demonstrates broad awareness (e.g., knows several national symbols, holidays, and can name simple facts about the country's culture).</li> <li>• Can not only answer direct questions but also justify their position or provide simple explanations.</li> <li>• In communication, can reproduce 90-100% of relevant information accurately.</li> </ul>
Emotional (Feelings of pride, interest in culture, emotional engagement)	Low (1-3 points)	<ul style="list-style-type: none"> <li>• Does not express feelings of pride for their nation's achievements or cultural elements.</li> <li>• Shows no visible interest (verbal or non-verbal) in various cultural aspects (e.g., traditional music, stories, art).</li> <li>• No changes in nonverbal signals (e.g., facial expression, posture, attention) are observed when perceiving patriotic information.</li> <li>• Does not understand the importance of adhering to basic ethical norms of their society (e.g., being kind, helping others).</li> </ul>
	Medium (4-7 points)	<ul style="list-style-type: none"> <li>• Occasionally expresses feelings of pride (e.g., smiles, makes positive comments) for national achievements or events.</li> <li>• Shows episodic interest in cultural aspects, asking occasional questions or focusing for short periods.</li> <li>• Demonstrates clear nonverbal signs of engagement (e.g., sustained attention, smiling, nodding) when perceiving patriotic information.</li> <li>• Understands and can articulate the importance of basic societal ethical norms.</li> </ul>
	High (8-10 points)	<ul style="list-style-type: none"> <li>• Consistently expresses feelings of pride and positive identification with national achievements and culture.</li> <li>• Shows a stable, self-initiated interest in various cultural aspects</li> </ul>

Activity <b>(Desire and action in participating in patriotic activities, reproducing cultural heritage)</b>		of the people. • Displays vivid but sometimes uncontrolled nonverbal signs of engagement (e.g., excitement, strong emotional reactions) when perceiving patriotic information. • Understands the importance of ethical norms and can apply them in simple discussions.
	Low (1-3 points)	• Shows little or no desire to participate in patriotic activities at preschool (e.g., does not join songs, refuses to draw relevant themes). • Minimal or no self-initiated actions are observed in reproducing cultural and patriotic aspects (e.g., singing songs, reciting poems, drawing national symbols).
	Medium (4-7 points)	• Demonstrates an inconsistent but noticeable desire to participate in patriotic activities. Motivation is often triggered by external social stimulation from adults or peers. • Clear, observable actions in reproducing cultural and patriotic aspects are present, though they may require some encouragement.
	High (8-10 points)	• Consistently and voluntarily shows a desire to participate in patriotic activities. • Demonstrates stable, self-initiated actions in reproducing cultural and patriotic aspects of heritage (e.g., independently starts singing a patriotic song, suggests drawing the flag, explains a symbol to a peer). • These actions occur without external stimulation from adults.

Source: Developed by the author, adapted from the conceptual framework and criteria established by Solonska (2020).