

THE ROLE OF INTERGENERATIONAL LEARNING IN BUILDING NATIONAL IDENTITY AND IN CHILDREN'S PATRIOTIC EDUCATION

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Abstract

This research presents two educational activities realized in the 2017-2018 school year, at the Extended Programme Kindergarten, from "Nicolai Nanu" Technological High School in Broșteni, Suceava County, Romania. In both activities, there were involved representatives from three generations and the preschoolers had an active role. At the activity 'I'm proud to be Romanian', representatives from preschoolers' families were actively involved in some activities, generating interactions between generations. At the demonstrative activity 'I'm Romanian, brave Romanian', there was an intense interaction between the pre-primary school teacher and the preschoolers and a little interaction between the invited pre-primary teachers and the preschoolers. Both activities had the role to enable the preschoolers' patriotic education and to make them aware of their local, regional and national identity through discussions about the national symbols, about the country and the people, through the intonation of the national anthem and of other patriotic songs, through wearing traditional costumes and through the execution of some Romanian dances.

Keywords: *preschooler education, celebrations, demonstrative activity, traditional costume, patriotic songs, national symbols*

INTRODUCTION

Research about the development of geographical education in Romania shows the care about patriotic education (Dulamă, 1995) and the building of a national identity over the centuries, emphasizing the Communist period (Dulamă & Ilovan, 2015, 2017). After 1989, patriotism had a secondary place in the hierarchy of teenagers' values (Lazăr, 2012). Even though in the Postcommunist period, in Romanian society, there was a tendency of diminution of the interest for patriotic education, after the integration of Romania in the European Union, high interest appeared for the promotion of national symbols, traditional costume, traditions, and customs.

The 100 years celebration in 2019 since the union of Bessarabia, Bucovina and Transylvania with the Romanian Kingdom represents a relevant reason for the educational institutions of Romania to organize activities in which is simulated or realized patriotic education: celebrations, conferences, exhibitions, meetings with historians and geographers and others. In these activities, the representatives of many generations had the opportunity to find out and to remember moments from the history of the Romanian people, about several Romanian personalities' important achievements, to promote their personal, regional and national identity through the national costume, traditional and patriotic songs and specific dances.

In this context, in 2018, we organized many educational activities with kindergarten children in the small group (3-4 years old), in order to build their national identity and to generate the first patriotic feelings. The aim was to study the contexts in which patriotic education was achieved and in which they began to live the feeling of belonging to a nation, in interaction with representatives of other generations.

STATE OF THE ART

Patriotism, patriotic education and national identity represented the subject of many sociological and anthropological studies. Patriotism is an ethical value expressed through states, conscience facts, behaviour acts, which prove the love and devotement towards the native land, traditions, language, history, artistic, scientific, technical, sportive achievements (Macavei, 2001). In the Romanian Constitution (2003), there are nominated the national symbols: the tricoloured flag (blue, yellow, red); December 1– the National Day; *Deșteaptă-te române* – the national anthem; the country's coat of arms and the state seal. The national symbols belong to the evolution of one state and they are identified with a large spectrum of values and traditions of the nation (Big, 2014).

Patriotism is considered an essential value in the development of teenagers' cultural identity (Santana-Silva et al., 2017). In Japan, in the *Fundamental Law on Education* (FLE), revised in 2006, was stipulated the importance of children's learning in the spirit of love for their country and for their region, for the culture and Japanese traditions. Prime Minister Shinzo Abe emphasized the importance of teaching patriotism in schools. Moral education was considered as an essential programme to promote patriotism among children (Anzai, 2015).

Korotaeva and Belousova (2018) made a comparative study between the programmes of patriotic education from Russia and China and the indicators referring to patriotism, chosen by preschoolers. They noted the lack of some images, which could be particular indicators, making the link between children's ideas and the image of the native land. These researchers suggest that, in order for preschoolers to find more about their native land, in activities, besides the national symbols and the capital of the country could be studied also the country map, the representative places (e.g. Red Square), specific objects (e.g. the samovar, Matryoshka doll). They point out the importance of ensuring children's positive emotions.

In Turkey, researchers investigated children's, parents' and teachers' opinions about the values related to stories for preschoolers. They noticed that values such as peace, solidarity, hospitality were less pointed out, and the patriotism was not included in the list of values (Cenghiz & Duran, 2017). The promotion of the main moral values (faithfulness, friendship, kindness) was true for the moral texts used in Japan schools, but those values did not emphasize patriotism (Anzai, 2015).

Patriotic education is realized in different ways. For this purpose, in Russia, activities are organized at all levels of the education system, using all information means, such as attributing the names of some historians and some places to streets, cities, metro stations, universities, and emphasizing the influence of the Eastern Orthodox faith (Fang & Zhang, 2015). Ethno tourism offers a favourable context for patriotic education because people have the chance to live in their native culture conditions, to know their traditions, habits and attitudes (Fedorova et al., 2017). Researchers analysed, then, the scientific, methodical, physiological and pedagogical bases of ethno tourism for children and the purpose, principles, content, ways and methods through which it was realized.

In order to realize patriotic education in China, the revolutionary songs are used, and it is suggested that the richness of their connotation and of their communication model enriches communication patterns (Wei, 2015). In this country, the promotion of nationalism is realized also through patriotic songs. To grow their impact on and effectiveness in patriotic education, artists adapt their songs (Gao, 2017).

In Romania, patriotic education and the building of national identity was realized especially in the context of extracurricular activities. For this reason, the built heritage in the open-air section of "Romulus Vuia"

Ethnographic Museum in Cluj-Napoca was valorised (Găzdac, 2017), that from Bic Monastery in Salaj County (Souca & Sale, 2017), and the one in the Museum of the Romanian Peasant Woman in Maramureş (Antal, 2017a, 2017c). The building of the Romanian village was investigated by students in Maramureş Village Museum in Sighetu Marmatiei (Kosinszki & Dulamă, 2016) and in Marişelu Village, Bistriţa-Năsăud County (Turşan et al., 2016). Furthermore, the perception of urban identity in big cities was studied based on representations from students' posters (Sanislai et al., 2016).

Traditional costumes are important in the manifestation of both regional and national identity. Antal (2017b) studies the role of the national costume in the building process of the Maramureş woman's identity with primary grades pupils. Tötszegi (2003) emphasis the fact the Romanians who live and work in different European Union countries manifest their personal identity and that the local and the regional identity of the Land of Oaş and the national one are expressed through wearing the traditional costume during the religious celebrations (i.e. Assumption of Virgin Mary).

METHOD

The applicative pedagogical research includes two case study, two activities in 2018 at the Extended Programme Kindergarten in "Nicolai Nanu" Technological High School, from Broşteni, Suceava County. This is a longitudinal study because we analysed the activity of the studied group over several months.

Participants. In this research, there were involved the preschoolers from the small group, parents, grandparents and their siblings, and the teachers from this town. The preschooler group is composed of 18 children (12 girls and 6 boys), 3-4 years old, included in *The Dwarfs Group*, led by authors together with Nicoleta Budăi, the preschoolers' teacher. The children observed the criteria (age, kindergarten frequency) established at the beginning of our research. The children have psychical and physical development level specific to their age and low level of heterogeneous knowledge. At the first activity, there were 18 children present and 17 at the second one.

The parents, grandparents and siblings group was composed of 34 persons from all the preschoolers' families. By gender, there were 24 females and 10 males. By their generation, there were six persons from the third generation (one grandfather and five grandmothers), 21 persons from the second generation (seven fathers and 14 mothers), and seven persons from the first generation (children and teenagers – two boys and five girls).

The teachers' group was composed of eight preschool teachers, two of them being involved in the organization of the demonstrative activity. They necessarily participated at the formal demonstrative activity, organized in the Methodical Commission of teachers from preschool education in Broșteni. Four preschool teachers are part of the second generation, of parents, and four of them form the third generation, of grandparents.

Data collection tools. Based on a protocol, at the first activity, we collected data about the preschoolers from the group and the other participants: the generation they belong to, gender, wearing traditional costumes (Table 2, 3), the role in the activity (active/passive), the degree of involvement in the activity (a Likert scale: 1 point – very little, 2 points – little, 3 points – average, 4 points – high, 5 points – very high); the interaction degree among generations (a 5-point Likert scale), the ideas, the attitudes, the behaviours and the feelings generated in the activity (Table 4). The table was filled in based on the direct observations concerning the participants' behaviours in the activity.

Procedure (the process). *The activity I'm proud I am Romanian.* At the beginning of November, the family members of the preschoolers were invited to participate at this activity. Through an announcement to the Group's Bulletin Board, on the Facebook chat *The little ones from GPP Broșteni* (<https://www.facebook.com/groups/2133229573600442>) and through the written invitation, their parents, grandparents and siblings were invited to participate voluntarily to a special activity designed for the 100 years celebration since the Great Union.

The activity was scheduled to take place on November 21, between 13.00 and 17.00, during the afternoon programme of the kindergarten. The activity had many steps: Solemn Moment – the intonation of the national anthem by preschoolers and guests, the parade of the traditional costumes made by the children, children' singing of some patriotic songs, a dance realized by both guests and preschoolers (The Union Hora Dance and the Union Dance from Broșteni), the creation workshop for guests and preschoolers (the manufacturing, on the basis of wooden spoons, of some puppets wearing traditional costumes), games coordinated by teachers, the exhibition of the puppets with traditional costumes.

The demonstrative activity I'm a Romanian, strong Romanian! (Table 1). The first author voluntarily assumed the activity in September, in the Methodical Commission of teachers for the preschool education Broșteni. The activity was scheduled to take place on November 29, 2018, between 9.00 and 10.00, during the morning programme.

Table 1. Structure of integrated activity *I am Romanian, strong Romanian!*

The pedagogic event	Activity category	Educational activities	Learning Activities
1. Catching attention	Personal Development Activities (PDA)	The morning meeting Approx. 10 min	<i>Greeting:</i> "Good morning, Romanian girls and Romanian boys!" Form of organization: Semi-circle formation. <i>Daily news:</i> Introducing the guests (the ladies from the kindergartens of Broșteni town Presentation of the environment prepared for this day (Figures 1, 2, 3, 4). <i>Audition:</i> Romania's National Anthem. <i>Children's presence:</i> arranging the buttons along with their photograph inside of Romania's outline <i>Nature's calendar:</i> discussions about the seasons, weather, children's appropriate outfit <i>Early gymnastics:</i> exercises suggested by the poem text "I am Romanian, strong Romanian" (processed by the author)
		Transition	Interpreting the song "Romanian Language" by George Simion.
2. Presentation of the topics and objectives	Experienced Domain Activities (EDA)	5 min	<i>Presentation of the theme of integrated activity:</i> "I am Romanian, strong Romanian" Presentation of integrated activities: A mathematical activity - a game; a physical education activity - thematic dance activity; a practical activity – arrangement in a basket.
3. Leading the teaching		1. Science Domain (SD) 15 min	<i>Mathematical activity. The game "Group the flowers based on their colour"</i> <i>Task:</i> Each child receives a basket and three flowers of different colours. Children have to place each flower on the table with flowers having the same colour <i>Demonstration:</i> The teacher puts a red flower on the table with red flowers. <i>Game deployment by children:</i> Children place flowers on tables, depending on their colour. <i>Interference:</i> Children applaud when their colleagues solve the task correctly.
	PDA	Transition 5 min	They interpret the song: "I am a Romanian, a strong Romanian!" (traditional song)
		2. Psycho-motor Domain (PMD) 5 min	<i>Thematic Dance, "Happy National Day, Romania!"</i> <i>Task:</i> Each child receives a pompon that has one of Romania's flag colours. There are red, yellow, or blue cards in the room. Children must occupy a place on a cardboard that is the same colour as the received pompon. While listening to the song "Balada" by Ciprian Porumbescu, along with their teachers, they perform a suite of movements previously learned.
		3. Human and society Domain (HSD) 15 min	<i>Practical activity "Anniversary basket" - making a floral arrangement</i> <i>Task:</i> Each child receives a basket, three flowers (red, yellow and blue), three flags (of Romania, one with Romanian traditional motifs, one with Romania's map). Children must arrange the flowers in the basket according to the order of colours in the Romanian flag.

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<p>4. Performance achievement 5. Retention and transfer assurance</p>	<p>15 min</p>	<p><i>Baskets Presentation</i> <i>Completing the Pyramid</i> <i>Task:</i> Children answer questions and complete the pyramid. 1. What is our country's name? 2. Which is Romania's capital? / What is the name of the place you live in? 3. What are the colours of the Romanian flag? 4. What are the symbols of Romania?</p>
<p>6. Ending the activity</p>	<p>5 min</p>	<p><i>Feedback:</i> Appreciation of children's results and their behaviour. Providing children with balloons Giving baskets to the teachers</p>

Methods of research. The activities in which representatives of several generations were involved were analysed as two exploratory case studies. Because these cases refer to events with typical characteristics (celebration and methodical activity), we considered them to be instrumental case studies. During the course of our activities, we collected the research data using the observation method. The observation was naturalistic because the activity of the subjects took place in their natural environment, it was spontaneous because we had not established a previous plan, and it was participatory because the first author was involved in both activities. We also collected data through the individual and collective discussion method. The obtained data were processed through statistical methods. We submitted the collected data to methods of discourse analysis and content analysis. We systematized the results in data tables.

The research material consisted of the content of the patriotic songs, the structure of activities, the objectives and content of the activities, and of participants' attitudes, behaviours, and feelings.

RESULTS AND DISCUSSIONS

Analysis of the activities objective. These educational activities were organized within the "Human and Society" domain. The objectives of the activities were established according to some provisions of *the Preschool Curriculum* (2008): preschooling identification of the relationship between present and past situations, observing similarities and differences between people and events, imagining life from other historical periods. The content of these activities contributed to the achievement of some of the objectives mentioned in the Law on National Education (2011): the formation of a life concept, based on human values, on the national culture; cultivating sensitivity to moral-civic values and respect for the social and cultural environment. In the activity "*I am proud I am Romanian*", the following was pursued: the development of children's interest for national insignia and

values, for the traditional elements of the Romanian folk costumes; the development of feelings of love, respect for the country and the special events in Romanian history.

Analysis of the activity "I am proud I am Romanian". Twenty-one guests attended this activity (Table 2). The second-generation representatives were the largest share of the group, and mothers accounted for two-thirds of the total number of preschool parents (Table 3).

Table 2. Distribution of the small group preschoolers and of the guests depending on the generation they belong to

Total number of children of the kindergarten group	Total number of guests	Grandparents' generation (the 3 rd)		Parents' generation (the 2 nd)		Invited youngsters and children (the 1 st)	
		No.	%	No.	%	No.	%
18	34	6	17.34	21	61.76	7	20.58

Table 3. Distribution of the small group preschoolers and of the guests depending on their gender

Guests (100%)												Hosts (100%)			
3 rd generation - grandparents				2 nd generation - parents				1 st generation - youngsters and children				1 st generation - small group children			
Male		Female		Male		Female		Male		Female		Male		Female	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	2.94	5	14.70	7	20.58	14	41.17	2	5.88	5	14.70	6	33.3	12	66.6

We analysed the role of each generation in each of the seven activities. Table 4 shows that preschool children had an active role in six activities, and second and third-generation guests in four activities. The three generations had an active role in three activities: Interpretation of the National Anthem, Dance: Union Hora, Hora of Broșteni, watching the marionette exhibition. Concerning the participant' involvement degree, we awarded two points for observing other generations' work and five points if they played an active role. Preschool children had a higher involvement degree (*average* – 3.85) than the second and third generation guests (*average* – 3.28). The degree of interaction among the three generations was 2.57, the value being explained by the fact that the guests had a predominantly passive role of viewers, in several activities. In order to increase the degree of interaction between preschoolers and other generations, several activities should be organized, in which children work or play with adults.

"The celebration at the Kindergarten with Extended Programme Broșteni" was promoted through a photo album (156 photos) on the social network Facebook, on the page of "Nicolai Nanu" Technological High School Broșteni (<https://www.facebook.com/pg/LiceulTehnologicNicolaiNanuBrosteni/photos>)

/? tab = album & album_id = 1486528388147806). Based on the analysis, from the perspective of national identity and patriotic education, of the content of the activities in which the three generations were involved, we have established four categories (Table 5).

Table 4. The involvement of all three generations in the *I am proud I am Romanian* activity

Activity	Active role		Involvement degree (1-5 p)		Degree of interaction between generations (1-5 p)
	Guests Generations I, II, III	Small group	Guests Generations I, II, III	Small group	
Singing the Romanian National Anthem	x	x	5	5	2
Traditional costumes parade		x	2	5	2
Singing patriotic songs		x	2	5	2
Dance: Union Hora; Hora of Broșteni	x	x	5	3	4
Workshop	x		5	2	3
Games coordinated by the teacher		x	2	5	2
Marionettes exhibition	x	x	2	2	3
Total	4	6	23	27	18
Average	-	-	3.28	3.85	2.57

The first four activities (National Anthem singing, parade, singing of patriotic songs, Union Hora) generated attitudes and behaviors of respect, as well as strong feelings of love and devotion to the homeland and people, admiration for folk costumes, traditions and customs, local awareness, built regional and national identity to representatives of the three generations. The guests were deeply impressed by the solemn intonation of the national anthem (two stanzas) by preschoolers in front of them in the right-hand position with their hands on the chest (photos in the album). Another culminating moment of the celebration, which generated profound experiences of patriotism, was the moment when the representatives of the three generations, dressed in traditional costumes, danced Union Hora and Hora of Broșteni (photos in the album), moment when preschool children held small national flags in their hands.

Through the national anthem and other patriotic songs, identity messages were transmitted about the homeland, the people, the Romanian language, the history of the Romanian people (Table 6), and through traditional costumes and puppets, information was used about the variety of traditional costumes, their components, traditions, and customs. The national anthem *Deșteaptă-te, române* (by Andrei Mureșanu) contains many attributes of the social identity of the Romanian people. Șandru (2012, p. 228) underlines the “message focused on the historical element”, in which the noble origin of the people is expressed, and “the message focused on the patriotic and mobilizing function of the anthem”, where the people are encouraged to draw another fate. Also stereotypes with a negative charge

are present: the self-immolation of the people, who is deep in death, but for external causes.

Table 5. Ideas, attitudes, patriotic feelings and behaviours and identity transmitted across generations within the activity *I am proud I am Romanian*

	Ideas	Attitudes	Behaviors	Emotions
Singing the National Anthem	Homeland, country, national anthem	Consideration to the national anthem	Straight position, holding the hand on the chest, while singing the national anthem	- love for the homeland and people - belonging to a country and people
Traditional costumes parade	Traditional costumes	Consideration and pride for traditional costumes, traditions and customs	Solemn presentation and respectful parade of the traditional costumes	- love for the traditional costumes - belonging to a country and people - admiration for traditional costumes
Singing patriotic songs	Homeland, country, people	Respect for country, people	Solemn position	- love for country and people
Dance: Union Hora and Hora of Broșteni	People, country, union	Showing interest and involvement in Union Hora	Correct execution, with deep satisfaction of the two dances/ hora	- love for homeland, people, home place - belonging to a region, a country and people
Workshop	Traditional costumes	Traditional costumes Diversity and authenticity of traditional costumes	Responsible manufacturing of the marionettes	- belonging to a region, a country and people
Games coordinated by the teacher	Romanian kitchen	Respect for food dishes	Serving juice and cakes	- love for food dishes - belonging to a region, a country and people
Marionettes exhibition	Traditional costumes	Diversity and authenticity of traditional costumes	Appreciation of traditional costumes	- belonging to a region, a country and people - admiration for the traditional costumes

Table 6. Patriotic and identity messages of the patriotic songs

Titles and authors of the songs texts	Message transmitted by the patriotic song
"Romanian Language" (by George Sion)	Our language is smooth, beautiful, melodic
"Our language" (by Alexei Mateevici)	Our language is: treasure in deep seas, a strand of rare rock, burning fire
"Little Romanian" – "Românașul" (by Dolores Petrovici)	Romanians enjoy being free, in nature, living happily in freedom and love
"Romanian dance so dear to me" (from children's folklore)	We like Romanian dances.
"I am Romanian, strong Romanian" (traditional song)	Romanians are strong, fearless.
"Cântă cucu bată-l vina" (by Vasile Mucea)	Bukovina is a realm of flowers
"Deșteaptă-te române" (by Andrei Mureșanu)	Our people is deeply dormant, it has to create another destiny.



Fig. 1. Traditional dance: *Girls of Căpâlna*



Fig. 2. Materials prepared for the workshop



Fig. 3. Workshop – decorating the wooden spoons



Fig. 4. Exhibition: Romanian traditional costumes according to regions

Analysis of demonstration activity "I am Romanian, strong Romanian!". An important role in the construction of the educational field for this activity was the decoration of the panels in the room with the colours of the national flag (Group Rules - Fig. 7, Responsibilities Panel - Fig. 8, Nature Calendar - Fig. 10, Children's attendance Panel - Fig. 9), the creation of the "Romanian Symbols" panel (Fig. 6) and the puppets "Romanian Boy and Romanian Girl" (Fig. 5). The decorative role of these elements was doubled by a functional, informative and formative role of their content throughout the activity. The strongest impact on preschool awareness of their belonging to the Romanian state in perceiving the national identity and the territory of the homeland was the placement of buttons with children's photographs and tricolour boundaries within the contour of Romania.

In this demonstrative activity, the preschool teacher and the first author had an active role, while other teachers for primary education had a passive role, as spectators. Therefore intergenerational interactions had a much lower degree of interactivity compared to the prior activity that was attended by representatives of preschoolers' families. The educator, who created the context for the educational activity, organized and led the activities for preschoolers, which transmitted messages of patriotic education and had the strongest impact on children.

From the story-telling analysis (Scârnci, 2007, p. 122) transmitted to preschoolers through the educator's voice, we note the concern for children's mental images about the country ("we live in a beautiful, rich country", "our ancestors waged many wars to defend the territory of the country and the people"), about the tricolour flag ("yellow represents the richness of fields with wheat, blue - the richness of water, red - the blood shed by ancestors for defending our country").

From the analysis of the structure of the demonstration activity (Table 1), we notice the resumption of some moments (the National anthem, the interpretation of the songs "Romanian Language" by George Simion and "I am a Romanian, strong Romanian!"), which ensured the validity of the representations about the Romanian language and Romanian people and experiencing emotions and patriotic feelings in new contexts. If the two patriotic songs were interpreted in times of transition between activities, the poem "I am a Romanian, strong Romanian" with an optimal message for personal and national identity, after being processed by the educator, was used to suggest a series of physical exercises.

The integrated activity "I am a Romanian, a strong Romanian!" included three activities from the Sciences Domain (SD), the Psychomotor Domain (PMD), and the "Human and Society" Domain (HSD). In the mathematical activity, the preschool children classified the flowers according to the given criterion (the colours of the national flag) and formed correct representations of the obtained colours (red, yellow and blue) (Fig. 11). In the psychomotor activity, each child occupied a place in the room, on the cardboard that had the same colour as the received pompon, one of the colours on the Romanian flag. While listening to the song "Balada" by Ciprian Porumbescu, to the rhythm of the song, the children performed together with the educator a thematic dance (with pompons "Happy National Day, Romania!", exercised before. The instrumental music offered the optimal context in which preschoolers practiced the coordination of movements, and expressed their joy in this celebration day and the feelings of love for the music created by Ciprian Porumbescu for dance and country. In the "Human and Society" domain, preschool children experienced two moments of joy: they made an arrangement "Anniversary basket", using three flowers (red, yellow, blue), little flags with Romanian traditional motifs, little flags with Romania's map (Figures 12-14), then they gave these baskets to their teachers.

Applying the tokens on the pyramid represented a moment of synthesis of the knowledge assimilated during the activities of patriotic education and for building their national identity. Preschoolers provided answers relating to: the name of the country, the capital city, and the settlement where they lived, the colours of the Romanian flag, and the national symbols of Romania. The activity ended with the teacher's feedback on the learning activity that preschool children were involved in, a message consolidated by red, yellow, and blue balloons. At the end of the activity, an exciting moment of interaction was organized between the first generation children who offered flower baskets to second-generation teachers.



Fig. 5. Romanian Boy and Romanian Girl



Fig. 6. Romanian Symbols



Fig. 7. Group rules



Fig. 8. Responsibilities panel



Fig. 9. Panel of children's attendance



Fig. 10. Nature Calendar



Fig. 11. Flowers classification by colour



Fig. 12. Small flags basket decoration



Fig. 13. Flowers for basket decoration



Fig. 14. Anniversary Basket



Fig. 15. Anniversary Basket



Fig. 16. The Pyramid

CONCLUSIONS

From the analysis of the two educational activities, organized in 2018, at the small group – “Dwarfs’ Group” in the Kindergarten with Extended Programme within “Nicolai Nanu” Technological High School in Broșteni, Suceava County, Romania, we have reached the following conclusions.

In both activities, representatives of three generations were involved, and preschoolers played a predominantly active role. In the activity *I am proud I am Romanian*, representatives of preschool families got involved actively in several moments, generating interactions between generations.

In the demonstrative activity, *I am a Romanian, a strong Romanian*, the interaction was intense between the group educators and preschoolers and less intense between the preschoolers and the guest preschool educators. To increase interactivity between generations, it is suggested to organize games or activities where representatives of several generations jointly solve tasks.

Both activities contributed to preschoolers' patriotic education and raised their awareness of their local, regional and national identity by discussing national symbols, country and people, by singing the national anthem and other patriotic songs, by wearing traditional costumes, by performing some Romanian dances, and by solving some tasks correlated with the three colours of the national flag. Activities had a strong emotional impact on representatives of all generations involved.

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