

The Formation of a Communicative Culture in a Preschool Child in a Multicultural Environment in the Digitalization Era

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ABSTRACT

The author addresses the problem of the formation of a communicative culture in a preschool child in a multicultural environment, linking this problem with modern processes in society and the tasks of modern education formulated in the Federal State Educational Standard of preschool education. It defines the theoretical foundations of this process, noting the need to orient the educational process towards satisfying the ethnocultural needs and interests of various national groups, and at forming a value-based attitude to the national culture of peoples in a multi-ethnic space.

The author clarifies the concept of “communicative culture of a preschool child”, reveals the essence of the formation of a communicative culture of a preschool child as a process of interaction between a child and adults and other children, aimed at adopting customs, traditions of different cultures and value attitude to them, mastering the norms and rules of interaction in a multicultural environment.

Describes the conditions for the formation of a communicative culture of a preschool child in a multicultural environment: the content of the subject-developing environment of a preschool educational institution, reflecting its multicultural nature; taking into account the specifics of national culture in the process of interaction between a child and an adult and updating the traditions and customs of various national cultures in the process of interaction between children. The article presents the criteria for the diagnosis of communicative skills of older preschool children: knowledge of the rules and norms of behavior, the presence of ideas about national characteristics manifested in speech behavior (especially greetings, farewells, thanks), an idea of the sociocultural values reflected in the folklore and literature of one or another of the people. The author gives arguments for the effectiveness of the proposed conditions, citing information about the positive dynamics of the formation of a communicative culture of older preschool children, taking into account the developed criteria.

Keywords: *multicultural environment, communicative culture, digital technologies, educational activities*

1. INTRODUCTION

In the Federal State educational standard, one of the main principles of preschool education is to introduce children to sociocultural norms, traditions of the family, society and the state (FSES PE). The content of the Preschool Education Program, designated by the Federal State Educational Standards, implies, when implementing the educational field “Social and Communicative Development”, the assimilation of norms and values accepted in society, including moral and moral values; the development of communication and interaction of the child with adults and peers [8]. It is precisely on the formation of a communicative culture in general that the work of a teacher of pre-school education is directed in the process of developing and further improving

communication skills in preschool children, and it is worth noting that work in this direction is also being carried out at other levels of education.

A communicative culture is formed during the implementation of the Preschool Education Program, the content of which includes the following characteristics of the educational environment: the nature of interaction with adults, the nature of interaction with other children [8], which implies that the task of the teacher is to ensure social, communicative and speech development, taking into account the characteristics contingent of PE pupils.

So, for example, in the author’s program “From birth to school” in the framework of socio-communicative development, the following positions are indicated: educational activity should be directed “... to the assimilation of norms and values accepted in society ...; the development of communication and interaction of the child with adults and peers ...”[3].

The nature of interaction with adults and other people in a multicultural environment has certain specifics, since the child is in the conditions of mastering the culture of Russia and its traditions, and this process leaves a certain imprint on the culture and traditions, the carriers of which are primarily children, speakers of another language. According to M.I. Bogomolov, not a single country in Europe has such a "national mosaic" as Russia [1].

Thus, it is necessary to solve the problem of determining the conditions for the formation of a child's communicative culture in a multicultural environment.

The task involves solving the following issues:

1. Clarification of the concept of "the formation of a communicative culture of a preschool child";
2. Identification of the features of the formation of a communicative culture of a preschool child in a multicultural environment;
3. Determining the conditions for the formation of a communicative culture of a preschool child in a multicultural environment;
4. Development of diagnostics of the communicative culture of a preschool child;
5. Evaluation of the effectiveness of the proposed conditions for the formation of a communicative culture of a preschool child in a multicultural environment.

To determine the conditions for the formation of a communicative culture of a preschool child in a multicultural environment.

2. RESEARCH METHODOLOGY

An aspect analysis of the literature on the research topic, observation of the formation of a communicative culture of a preschool child, diagnostics of the communicative culture of a preschool child, testing of the conditions for the formation of a communicative culture of a preschool child in a multicultural environment.

3. RESULTS AND DISCUSSION

As an analysis of the literature on the research topic shows, the phenomenon of "communicative culture of a preschool child" is quite fully defined in the Federal State Educational Standard and the Approximate Basic Educational Program for Preschool Education.

The child's communicative culture is the comprehension of the rules and norms of behavior on the basis of spiritual, moral and sociocultural values, including moral and moral values [8].

Researchers note the need to focus the educational process on satisfying the ethnocultural needs and interests of various national groups, on the formation of a value attitude to the national culture of peoples in a multi-ethnic space [9], on the formation of children's ideas about the diversity of cultures in Russia and the world, and the development of a positive attitude towards cultural differences [2].

Therefore, the formation of a communicative culture of a child of preschool age is a process of interaction between a child and adults and other children, aimed at adopting customs, traditions of different cultures and value attitude to them, mastering the norms and rules of interaction in a multicultural environment.

The formation of a child's communicative culture in a multicultural environment involves various forms of interaction: individual, group - taking into account the state of children's speech development, the level of children's understanding of the Russian language and the specifics of speech in the family (for more details on the peculiarities of family traditions, see the example of Sri-lankan culture, [6]), including using the capabilities of modern educational digital technologies (see [11]). It should be noted that in preschool age the process of forming a child's communicative culture in a multicultural environment is more effective due to the fact that children in communication are not constrained by barriers caused by insufficient knowledge of the Russian language. Therefore, it is at the level of preschool education that it is necessary to create conditions for the formation of a communicative culture in a multicultural environment. As the most significant, we distinguish the following conditions: the content of the subject-developing environment of the DOE, reflecting its multicultural character; taking into account the specifics of national culture in the process of interaction between a child and an adult and updating the traditions and customs of various national cultures in the process of interaction between children [10]. Let us dwell on the content of the subject-developing environment of the PEE. The content of the subject-developing environment can be reflected in the filling of the book corner, where the literature of different countries is presented with illustrations reflecting national specifics. To fill the book corner, it is advisable to create a media library, which contains records of various works, animation of various works, illustrations to the works of national literature. Turning to the illustrations, children can find out to which people belongs one or another fairy tale, which is based on a vagrant story. For example, the Russian folk tale "Teremok", the Ukrainian folk tale "Rukavichka". Looking at the illustrations for these tales, children can guess from the attributes to which people this tale belongs. The given example can be supplemented with the following facts: the heroes of Uzbek fairy tales are usually depicted in national clothes, striped dressing gowns, often a donkey appears as a hero, while in Russian folk tales it is usually a horse.

When reading literature, the teacher has the opportunity to turn to the works of different peoples with similar themes, for example, about friendship, work, and family.

Consequently, acquaintance with the specifics of various cultures, reflected in the works of literature, allows the child to see universal values reflected in different cultures. The child realizes that differences in the formulas of greeting, farewell, differences in national holidays are not an obstacle in interaction with representatives of other cultures. The teacher can show the community of different cultures especially vividly by referring to proverbs and

sayings, engaging parents, with whom children collect a “piggy bank of politeness”, “a piggy bank of proverbs about labor”, etc. At the same time, it is possible to implement differentiated tasks placed on modern information media. On the PEE website, methodological tips for parents, dictionaries of interesting words, tasks for children related to drawing on the plot of their favorite works, scanned collections of children's illustrations for the books they read can be placed. Using digital technologies, the “scenario programming” method can be easily implemented: various etiquette situations are set using illustrations, and children and parents are included in their implementation. They discuss the communicative situations of meeting, farewell, gratitude, the child's appeal to an adult, the gift traditions associated with various national holidays. These may be traditions associated with the New Year, Christmas, Oriental New Year. Acquaintance with literature, proverbs, sayings makes it possible to solve specific educational problems, for example, to acquaint children with the composition of the number, while showing the peculiarities of representing quantity in the cultures of certain peoples.

The multicultural factor can be ensured by filling the game and thematic corners. In the play area there can be dolls in national costumes, equipment for different types of theater, reflecting the national specifics, playing sets with national colors, musical instruments of the peoples of the world. There can be dolls in national costumes, national toys (Russian nesting dolls, babaychik - the national toy of the children of Uzbekistan, a rattle-drum - the national toy of the peoples of China, etc.), musical instruments of the peoples of the world (balalaika - Russia, dombra - an integral attribute of Kazakh musical culture, karnay - folk wind musical instrument of Uzbekistan, dutar - Turkmenistan, etc.); filling a book corner with works of national folklore. It is important that in the play area the children play various communicative situations in which national specificities can be reflected: receiving guests and refreshments, various national holidays. It is significant at the same time that friendship between peoples is the basis of national Muslim holidays, the attributes of national holidays of different peoples can be the same, for example, colored ribbons for decorating trees that Christians use on the Trinity (they decorate birch branches), and Muslim peoples use colored ribbons to decorate the trees while celebrating the meeting of spring (Kyakuk Saye holiday). In this case, you can use multimedia technologies, augmented reality technologies and visual communication. As an illustration we can refer to the use of an interactive whiteboard with the image of children who are dressed up in different national costumes. Of course, this requires special programs, but the dynamic activity of children determines their interest in the traditions of different national cultures and promotes their tolerance. Thanks to modern digital technologies, different cultures are becoming closer to each other, traditions and values of different nations are becoming more accessible for perception, and the visualization provided by these technologies makes the process of exploring different cultures interesting for children and adults. Thus, the

problem of motivation is solved in acquaintance with other cultures.

Various cultures are also reflected in the development of children's themes in the framework of integrated thematic planning of the PEE program. For example, at an autumn festival, children, together with their parents, present national dishes, for the preparation of which autumn gifts were used: samsa with pumpkin, pilaf with carrots, baklava, with walnuts ripened in autumn, pies with fresh cabbage. At the same time, parental chat is possible, a group on social networks where parents post recipes for national cuisine, possibly with children's drawings.

It is important that the subject-development environment includes elements that contribute to the psychological comfort of the child in the conditions of preschool organization and provide the opportunity for self-expression taking into account individual characteristics and ethnicity. This can be realized through the inclusion of national outdoor games, national costumes, and dance elements in the activities of children. Children of primary and secondary preschool age are very fond of changing clothes, therefore, national costumes are actively used in various regime moments.

Children are representatives of a different culture attending a preschool educational institution find themselves in a situation of social and cultural adaptation, during which they need to master the characteristics of another culture at the level of etiquette, behavioral reactions, traditions, etc. and at the same time not lose touch with their native culture, the culture of their people, nation. The task of preschool education establishment is to provide this adaptation, adjusting the content of interaction with children and methods of interaction. The content of interaction with children can be reflected on the group's closed page on the kindergarten website. At the same time, it is advisable on this page to provide for the possibility of chatting so that parents can ask questions of interest to them, and the teacher can adjust the methodological support of this process taking into account the needs of participants in educational relations.

We proceed to the following condition: taking into account the specifics of national culture in the process of interaction between a child and an adult. It is especially important that the content related to one or another national culture is offered by the child, provided that an adult shows interest in it, for example, outdoor national games during a walk, “a minute of national dance” in music classes. This can be carried out by referring in various types of activities to the elements of national culture, which are reproduced by the child at the request / initiative of an adult. In productive activities with the children's initiative elements of national culture can be used: drawing national patterns, making crafts from materials actively used by one or another people (making toys from camel wool, flowers from cotton boxes, making amulets using straw, cones, bast) .

We believe that it is with this filling that the multicultural environment is a social space in which the development of society and the development of cultures take place [4].

To identify the effectiveness of the stated pedagogical conditions, a diagnosis of communicative skills of preschool children has been developed. In the development of diagnostics, they focused on senior preschool age.

Criteria for assessing the communicative skills of a preschool child: knowledge of rules and standards of behaviour,

the presence of ideas about national characteristics, manifested in speech behavior (especially greetings, farewells, thanks),

an idea of the sociocultural values reflected in the folklore and literature of one or another nation.

4. CONCLUSION

The described pedagogical conditions for the formation of the communicative culture of a preschool child in a multicultural environment were implemented in a number of preschool educational institutions in the city of Yekaterinburg.

Comparison of the results of ascertaining and control diagnostics showed that there is a positive trend both in the criterion of “mastery of the rules and norms of behavior” and in the criterion of “an idea of the sociocultural values reflected in the folklore and literature of one or another nation”, in the criterion of “availability of ideas about national characteristics”, manifested in speech behavior (especially greetings, farewells, thanks), the positive dynamics are less pronounced.

We believe that the implementation of the stated conditions allows us to achieve the goal of forming a person with a developed sense of respect for other cultures [7].

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