

# Педагогический подход к этнокультурной идентичности развития двуязычных детей с ограничениями мультикультурного влияния

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*В статье рассматривается проблема формирования этнокультурной идентичности дошкольников с нарушениями речи разных национальностей в процессе занятий логоритмикой. Раскрываются возможности применения этнопедагогического подхода в учебно-воспитательном процессе в условиях дошкольного образовательного учреждения для детей с речевыми нарушениями.*

**Ключевые слова:** этнокультурная идентичность, этническая толерантность, билингвизм, духовно-нравственные качества личности, логоритмика, дети с речевыми нарушениями.

# Pedagogical Approach to Ethnocultural Identity Development of Bilingual Children with Limited Multicultural Exposure

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*In the article, we present the issue of ethnocultural identity for children with limited opportunities of exposure to multi-national cultures and values. It is understood that logopedic development for speech correction in children must begin as early as in pre-school education. Such development requires certain rhythmic and interactive activities. By integrating rhythm-centric and vocal activities, such as zaklichka (a type of a folklore music), as part of the pedagogical activity, children with limited opportunity to experience multi-cultural diversity in a multi-lingual environment can benefit from such activities. Thus, the implementation of ethnopedagogical approach in the teaching and educational process for children at the pre-school educational institution is a fundamental start in initiating logopedic development, acquainting children with national values, forming an ethnocultural identity, and creating proper ethnic tolerance.*

**Key words:** ethnocultural identity, ethnic tolerance, bilingualism, spiritual, morality, rhythmic logopedics, ethnopedagogics.

Nowadays, in the face of globalization, mankind is tasked with a challenge of a peaceful «communicative» co-existence by representatives of different cultures and carriers of different languages when there is an urgent need to learn and understand others' ideas and positions despite one's own dissidents (Konspekty, 2005).

In this regard, one of the major tasks challenged by modern pedagogical science and practice is the search for a uniform poly-cultural educational space for effective means for creatively developing training and education, especially for children since pre-school age. Ethnic identity of a person can develop from any activity not limited just to logopedic activities.

In the context of social and economic changes, modernization of our society also involves a vocational education system in which revaluation of methodological provisions and correctional principles

are noted. The system is geared toward developing occupational proficiency, including interdisciplinary development and integrative character.

In ethno-pedagogy, cross-cultural teaching and educational process utilizes pedagogical collectives consisting of national traditions and cultural values. These spiritual and moral values of modern culture serve as a part of an effective means for children's education.

In this context, it is important to acknowledge the importance of logopedic occupations as a factor in developing spiritual and moral qualities as well as the identity for a younger generation exposed to multi-national environment and educational system to foster appropriate attitude toward historical and cultural heritage.

Considering a problem in ethnocultural identity of preschool children from limited opportunities for multinational exposure, in our opinion, it is possible

to allocate the following key positions in the course of logopedics.

**Preservation of cultural traditions.** A person's cultural identity is the acknowledgement of one's own cultural roots and preservation of cultural traditions, including moral values.

The work system on familiarizing children with traditional values in the course of speech development demands an organization of special conditions through situation creation by means of vivid visualization and presentation providing children with special sentiments and experiences. The teacher has to be artistic so as to create an understanding for these children; the logopedic development is sometimes more effective using informative values of folklore or emotional expressiveness of a voice; a mimicry, gestures, etc. It is very important to promote and maintain interactivity between adults and children.

All steps in the familiarization process for pre-school children with limited exposure to a creative heritage can be conditionally divided into two main stages:

Stage One – expansion and lexicon enrichment on the basis of folklores. At this stage of work, logopedic development course focuses on the correct pronunciation of separate sounds in folklore contents, then the sounding word is combined with music and rhythmic movements.

Stage Two – generalization of the cumulative spoken materials collected on seasonal subjects and folklore holidays for children. At this stage, the generalization process of all studied spoken materials for a certain period is carried out. To further capitalize on the use of folklore holidays for children's entertainment activity, teachers may decide to construct folklore-related activities with students at certain periods on the national calendar. Children with limited opportunities to multinational exposure can recall visual memories from different genres of folklores as well as automated speech sounds, sing-long songs, and national games in combination with bodily movements and rhythms. These activities include: verbal national creativity, singing, dancing, theatrical play, and folklore games. For creating optimal pedagogical conditions to overcome speech defects in children at pre-school age and to familiarizing them to sources of national culture on logoritmichesky occupations, it is possible to use verbal national activities that contain originality, reflect depths in moral values and defining ideas of kindness, love, bravery, etc. Folklore texts display to children the beauty and accuracy of language and, according to Ushinskogo (1948), «awaken to life seeds of the native word always rooting, though

unconsciously, in soul of the child». Children's acquaintance with riddles, proverbs, and cultural sayings can familiarize them with universal moral values.

After repeated activity sessions conducted by the teachers in combination with movements, rhythmic vocalization through music and vocal acts can promotes correct speech development in children with at pre-school age. When learning new verbal material from small genres of folklore, such as proverbs,

sayings, and zaklichka (a special type of folklore song), it is necessary to involve children in active interaction among themselves. Children with underdeveloped speaking ability can show individual improvement from rhythmic interactions from these verbal games, singing, dancing based on these folklore materials.

Thus, the organization of ethnopedagogics should be allowed to utilize such rhymic activities with all children at pre-school age, especially with the focus on the folklore contexts, which not only can promote speech, emotional, and social development, but also familiarize the children with ethnocultural identity.

**Bilingualism.** With constant migration of the world population, two or more languages are commonly used at the medium of communication at any given place. In this connection, logopedic development for children at preschool-age should also proceed in bilingual direction. In this regard, bilingualism in education for children starting at pre-school age would serve as an advantage in promoting a successful adaptation to universal multi-cultural diversity. Thus, an opportunity to overcome the language barrier problems in multi-cultural education can be resolved as early as in pre-school education surrounding the ideas of cross-cultural dialogue (Konspekty, 2005). According to L. Century Shcherba at bilingualism gives rise to conditions for spiritual growth of an individual and development of mental abilities by «comparing in details different languages, we destroy that illusion to which we are accustomed by knowledge of only one language – illusion as if there are firm concepts which are identical to all times and to all people. As a result thought release from word captivity, from captivity of language and giving of true dialectic scientific character to it turns out. Such is, in my opinion, enormous educational value of bilingualism, also it is possible, it seems to me, only to envy those people which are condemned by force of things on bilingualism. Other people should create it artificially, training the school students in foreign languages» (Shcherba, 1974, pp. 313–318). It is known that successful speech training for

bilingual children depends on the support and development of their native language, which is fostered in the family from quality and frequency of usage in those native languages. In light of our considered problem, we wish to focus our attention on the organization of logopedic development in pre-school children under bilingual conditions as follows:

- assistance in development of the second language by means of the game-like tasks demanding activation of speech activity (e.g. proverbs, saying, zaklichka, verbal games, etc.);
- assistance in development of the native language by means of the game-like tasks demanding transcription and transfer of unaltered sounds (e.g. animal noises, wind howl, rain drops, etc.);
- extension of active and passive dictionary for children in the context of national cultures;
- improvisation of speech activity by placing the children in interactive situations demanding conversational function (e.g. dialoguing, role-playing, contacts with adults, etc.).

**Ethnic tolerance.** During a span of lifetime, an individual accumulates multi-national knowledge and experience through international communication or interactive activities with people from various ethnic backgrounds that they come into contact. Oftentimes, cultural comparisons are made resulting in a false sense of national pride, glorification, and exclusivity.

One of the major pedagogical tasks is the creation of conditions to help children develop understanding and respect for people with different ethnic background and values, and to prove that there are no absolute best or worst race in the world (Kovalyova, 2008).

In the modern society with intensive cross-cultural communication, ethnic tolerance is realized as the universal value inherent to some extent in people of different nationalities and religions. Therefore, an ability to interact freely with any race or culture is a universal virtue that should be present within every person. However, this quality may inhibits the person from realizing a genuine sense of belonging to a specific culture, but it promotes a greater sense of understanding and acquaintance with the unique values of different culture (language, literature, traditions, etc.).

As one of the effective means to promote ethnic tolerance in young children, national outdoor games serve this purpose by using material and spiritual activities along with national consciousness of different traditions, customs, habits, etc. Fun and

exciting interactions stimulate positive response for children, especially for an ethnocultural learning; these games mirror real life human relations on a smaller scale thus laying foundation for a proper ethnic tolerance development together with the children's biological development (Kovalyova, 2008).

For modern domestic pedagogics, national mobile games present substantial educational value, which is pertinent to early childhood education. Furthermore, pedagogical potential of national mobile game can be realized at all levels of pedagogical activity. In this regard, the inclusion of national outdoor games as part an educational process in pre-school institution to promote ethnic tolerance is expedient.

**Conclusion.** With increasing presence of globalization, people from various ethnicity and culture must interact with one another while displaying understand and respect for others. For younger children in this generation, there may be a lack of exposure to multicultural experience and proper logopedic development in a multi-lingual environment. By integrating rhythm-centric and vocal activities, such as zaklichka and folklore songs, as part of the pedagogical activity, children with limited opportunity to experience multi-cultural diversity in a multi-lingual environment can benefit from such activities. Thus, the realization of ethnopedagogical approach in teaching and educational process for children at pre-school educational institution is a fundamental start in initiating logopedic development, acquainting children with national values, forming an ethnocultural identity, and creating proper ethnic tolerance. Therefore, the application of rhythmic logopedics as part of the ethnocultural pedagogics should be expedient in pre-school education [1–7].

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Поступила в редакцию 10.11.2014

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