

ESSEY

Theme of qualifying work: Ethnocultural education of preschool children in the course of organizational and educational activities for development of the speech.

Author of the research: Egozheva Amina Olegovna.

Supervisor of the research: Ph.D., Professor of the Department of General and Educational Psychology Boyazitova I.V.

Information about the contracting authority: Federal State Educational Institution of Higher Education "Pyatigorsk State University"

Relevance of the research problem is determined by the fact that the most important task of modern pedagogy is the multiplication of the spiritual potential of the younger generation, the formation of its intellectual, moral and aesthetic culture through deep interest in the progressive past of its people, spiritual values of national, national and world culture.

The idea of using ethnic culture in public education for the first time in Russia was touched by M.V. Lomonosov. The problem of ethnocultural consciousness is devoted to the scientific works of domestic and foreign teachers and psychologists: N. G. Arzamastseva, G.N. Volkova, L. B. Zubareva, L.V. Kuznetsova, N. M. Lebedeva, etc. At present, much attention is paid to ethnocultural education, providing spiritual and moral education of the individual, the formation of ethno-cultural identity, which consists primarily in the development of positive feelings in relation to history, the traditions of their people.

Objective: Optimization of the process of ethnocultural education of preschool children in the process of organizational and educational activities in the development of speech.

Objective of research: The process of education, focused on the involvement of preschool children in folk traditions through means of speech development.

Subject of research: Ethnocultural education in the process of speech

development in senior preschoolers.

Research objective:

- clarify the notion of "ethnoculture" and "ethno-cultural education"
- to reveal the specificity of ethnocultural education of preschool children;
- carry out experimental and experimental work to test the effectiveness of the model of ethnocultural education of senior preschoolers;

- Develop a theoretical model, psycho-pedagogical recommendations and a program for the formation of ethno-cultural education of older preschoolers in the process of organizational and cognitive activity in the development of speech;

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Hypothesis: The process of ethnocultural education of preschool children will be effective if:

- to plan the activity of the educator, providing an integrative approach in solving the problems of ethnotolerance development;

- to organize the process of acquaintance with the culture of different peoples in a set of activities, free activities, games;

- ensure interaction with parents on the issue of education of ethnotolerance of preschool children;

- conduct a study on the formation of the ethnoculture of preschool children.

The and methodological basis of research:

- the works of teachers and psychologists devoted to the study of ethnocultural education of preschool children (GS Vinogradova, GN Volkov, TI Baklanov, VA Razumny, etc.);

- research of the problem of education of ethnotolerance of children of preschool age (AS Kargin, MY Novitskaya, LI Vasekhi, SB Seryakova);

- features of ethnocultural education are set forth in the dissertational studies of A.Yu. Ahlestina A.P. Bozhedonova LI Vasekh, G.I. Guba.

Theoretical importance of research: The study consists of familiarizing

older preschool children with folk culture.

Practical importance of research: The study lays in the involvement of older preschoolers children with folk culture.

The practical significance of the research is to develop an ethnocultural dictionary for the development of the speech of older preschool children, aimed at enriching the vocabulary and introducing older preschoolers to national traditions.

This development can be used by other educators, even parents of preschool children, because this work completely assumes the variability of its use in connection with the specific tasks of the educator.

Results: As a result of the study, we can draw the following conclusions: senior preschoolers know that people of other races and nationalities should be treated with respect; Children show an interest in communicating with children of a different nationality, also children are able to communicate with children of a different nationality.

At the same time, the older preschoolers have no idea of the racial, national and cultural characteristics of the people of the world.

Proceeding from this, the data of the carried out diagnostics testify to the lack of knowledge of the notion of racial and national peculiarities of people. Consequently, there is a need for a program to form ethnocultural education for older children.

Recommendation: In objective to systematize the knowledge of children about people of different nationalities, their activities, culture, teachers should make the most of:

- cultural space of the city (including excursions, visits to museums, etc.);
- extension of ideas about the origins of cultural and ethnic diversity (national holidays, significant dates in the history of different countries and peoples;
- acquaintance with the works of arts and crafts, painting, music and objects of everyday life;
- acquaintance with oral folk art, reading of fiction of different nations of the world.

In addition, the practice of working with children should include:

- international games, folk toys and national dolls;
- organization of exhibitions and mini-museums.