

# INFORMATION TECHNOLOGIES AS A MEANS OF INVOLVING OLDER PRESCHOOL CHILDREN INTO REGIONAL CULTURE

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## ABSTRACT

The study is devoted to the problem of the humanitarian aspect of involving older preschool children in regional culture in the context of the use of digital technologies. The relevance of the problem under study in modern conditions of social development is indicated. The events of recent years show how important it is to promptly solve the problems of involving the younger generation in their native traditions, values, norms, and rules. The process of forming the socio-cultural competence of the child should begin in the preschool period, the most favourable for solving the task.

The study clarifies the concept of socio-cultural competence. The importance of the use of digital technologies in the process of involving older preschoolers in regional culture is proved, conclusions are drawn about the effectiveness of using digital technologies as a means of involving older preschool children in regional culture.

**Keywords:** *preschool education, digital technologies, regional culture, sociocultural competence.*

## 1. INTRODUCTION

The program and decrees set the task of patriotic education of the growing generation, which is considered as one of the requirements for the development of modern society, in the conditions of modernization and socio-economic reforms [1]. When it comes to preschoolers, especially perspective in this regard, according to practical teachers and scientists (V.N. Strel'nitsky, I.Ya. Murzina, P.A. Sorokin, etc.), is an appeal to regional culture because with love and respect for their small homeland begins the preservation, revival and multiplication of cultural heritage. In the works of domestic researchers (A.G. Asmolov, V.V. Ignatova O.S. Borozdina et al.) the particularities of involving preschoolers in regional culture have been studied, but a number of unresolved issues remain: an insufficiently clear idea of the ways of education, criteria for assessing the upbringing of the principles of patriotism in older preschool children, the

inability and unwillingness of teachers to use modern information technologies in the educational process, the lack of purposefulness, a system in working in this direction of children garden educational activity, the psychological and pedagogical features of involving a child in the senior preschool group in regional culture have not been determined. Thus, the need to determine the psychological and pedagogical aspects of involving older preschool children in regional culture using information technologies is becoming increasingly relevant.

The need to use information technologies in the upbringing and education of children is determined by the requirements for the level of education development in modern conditions. "The regionalization of education and the definition of cultural values of regions that affect the development of a child's personality have led to the activation of innovative processes related to the modernization of the content and technologies of preschool education in

regional educational systems, with the development and scientific justification of new means and methods of cultural identification of a child in the space of culture and society" [6, p.64]. According to such teachers as I.V. Robert, S.A. Ezopova, T.V. Kalinina, and others, one of the conditions for involving older preschool children in regional culture is the use of information technology in the work of preschool institutions. Despite the fact that the issues of the use of information technologies in preschool education are considered in the works of domestic researchers (V.A. Ageev, G.D. Alexandrov, P.P. Galperin, T.A. Gordienko, N.V. Gorbunova, S.S. Davidson, A.M. Egorov, G.V. Kedrova, G.F. Kedrovich, I.I. Lerner, et al.), their scientific search was mainly focused on the use of information technologies in methodological work with teachers and in the process of document management of preschool educational institutions, no attempts have been made so far to create a pedagogical model of the process of involving older preschool children in regional culture in the context of the use of information technology.

## 2. LITERATURE REVIEW

When analysing the literature on the formation of socio-cultural competence of older preschool children, we relied on research in the field of preschool education (S. Frenet, S. Papert, V. Furzig, S.L. Novoselova, G.P. Petku, I.Y. Pashelite, S. Papert, B. Khan Hunter, etc.) consider that information technologies are able to solve the problem of involving preschoolers in regional culture [15, p. 213]. G.M. Birzhenyuk, M.I. Bogomolova T.M. Dridze, L.V. Kolomiychenko, V.A. Lukov, A.P. Markova, E.A. Orlova, P.M. Chumicheva, etc. - these studies are aimed at identifying the structure and technology of socio-cultural design that meet modern conditions and represent different stages of the studied processes interacting at different levels [12, p. 258]; theories and practices of socio-cultural education of preschool children (N.F. Vinogradova, S.A. Kozlova, T.S. Komarova, A.E. Kulikovskaya, T.Y. Kupach, R.M. Chumicheva, T.I. Shnikalova, etc.) [4, p. 510], revealing the content, forms and methods of education in socio-cultural conditions; the role of a teacher in the organization of pedagogical activity in a socio-cultural environment; methods and features of the use of information technologies in the educational process of a preschool institution (N.V. Apatova, M.P. Lapchik, I.G. Semakii, B.E. Starichenko, E.K. Henner, etc.) [13, p. 392].

## 3. METHODS AND MATERIALS

The purpose of the study is to examine and experimentally substantiate the conditions for the use of information technologies for introducing older preschool children to regional culture.

Based on this goal, we used such research methods as: analysis of specialized literature and experience of observations of older preschool children, diagnostic research methods, generalization of pedagogical experience, experimental work on the study of conditions for the use of information technologies in work with older preschool children; mathematical and statistical processing of the results obtained during the study, etc.

## 4. STUDY RESULTS

Teachers are encouraged to introduce the younger generation to socio-cultural values by many documents, the key of which is the "Strategy for the development of education in the Russian Federation for the period up to 2025", according to which the priority task for teachers in the field of child rearing is "the development of a highly moral personality that shares Russian traditional spiritual values, the formation of a high level of spiritual and moral development in children, a sense of belonging to the historical and cultural community of the Russian people and the fate of Russia" [1], as well as the Federal State Educational Standard of Preschool education [2]. The standard is aimed at solving a number of tasks: one of which is the upbringing of a child on the basis of spiritual, moral and socio-cultural values and socially accepted rules and norms of behaviour in the interests of a person, family, society.

The conscious application of the rules and norms adopted in this society is an indicator of the level of formation of socio-cultural competence of a preschooler as a result of their familiarization with regional culture.

The effectiveness of the process of introducing older preschoolers to regional culture in accordance with the Federal State Educational Standard of Preschool education is ensured by compliance with a number of conditions, such as: the active position of the child, manifesting in purposeful and conscious self-development activities, which, in turn, involves a revision of the "child - adult" relationship, in which the main emphasis is on the inclusion in the educational process of all adults from the child's immediate environment, as well as the orientation of the educational process on the child's development of socio-cultural experience.

Thus, the restructuring of the content of the educational and educative activities of a preschool institution, the change in the forms of interaction between an adult and a child, the rationalization of the subject-spatial environment affect the effectiveness of the process of introducing older preschool children to regional culture.

The result of introducing older preschool children to regional culture should be a formed socio-cultural competence, which is determined in our study from the standpoint of a socio-cultural approach focused on creating a platform for a child's entry into culture by

forming a valuable and responsible attitude of the younger generation to the world around them.

In the context of our study it is required to clarify the definition of socio-cultural competence, namely, what is meant by it in relation to the education of children of older preschool age.

G. V. Elizarova examines the concept of social competence "as a body of knowledge about the values, beliefs, behavioural designs, customs, traditions, language, culture peculiar to a particular society and describing it" [8, p. 25-31].

We will use this definition in our study because in it "socio-cultural competence is defined from the standpoint of the socio-cultural approach, most oriented on the organization of the educational process through the formation of personality in the context of culture, taking into consideration specific levels of human activity. The education program is formed in accordance with the level of modern world culture, the child interacts with the cultural world at all levels, with different age groups" [3, p. 320]. The main idea is the development of the child through the assimilation of socio-cultural values, the formation of an understanding of the surrounding reality, the development of willingness to follow the rules of society. The socio-cultural approach involves the revival of the socio-cultural model in the educational programs of preschool institutions.

Thus, the pedagogical process in preschool educational organizations is carried out with a focus on the values of world and national and regional culture. In the works of L.S. Vygotsky, A.N. Leontiev, A.V. Zaporozhets, A.D. Kosheleva, N.N. Ryabonedelev, etc. the degree of influence of social emotions on the child's behaviour is determined. "The development of social emotions means, in addition to mastering social competence, the development of attitudes to the knowledge gained, which are called socio-emotional standards" [16, p. 229].

Many researcher teachers believe that the process of attaching a child to regional culture must be started already in preschool age, since "the study of the forms and content of subcultures helps the child to the child preschooler to know itself, be proud of his country, aware of the value, and most importantly, the need for his life is not only for Himself, but also society as a whole" [5, p. 540].

The formation of the socio-cultural competence of preschoolers of the older group occurs through the formation of a national spiritual character in a child "to educate (a Russian child) and to cultivate character in him means, first and foremost, to open to him, his instinct, his deep irrational sensibility, his passion, the ability and happiness to love selflessly... Homeland ...and believe in it" [9, p. 9].

Consequently, the process of forming the socio-cultural competence of an older preschooler presupposes their "inclusion" in the system of social relations through the formation of a child's system of knowledge, skills and abilities, as well as motives that

contribute to successfully building socio-cultural relations. In the works of J. Piaget it is noted that older preschool children are characterized by emotional preferences, which "begin to develop intensively social emotions and moral feelings, the prerequisites of ethnic identity are formed, motivated by the nationality of parents, place of residence" [3, p. 320].

The intensive development of all psychological processes in older preschool children stimulates an active interest in the phenomena of the surrounding reality and forms the child's attitude to the surrounding world. The senior preschool age is a sensitive period characterized by the child's susceptibility to certain activities, readiness for cognition of the surrounding reality. "The main new formation is a new internal position, a new level of awareness of one's place in the system of public relations" [16, p. 336].

Socio-cultural competence cannot be formed without educating a child of personal qualities that contribute to adaptation in the socio-cultural space of the region. Consequently, "in the educational process, it is advisable to use such technologies that allow preschoolers to "pass through themselves" or "appropriate" cultural norms and values in different types of activities" [14, p. 136] These are digital technologies of socio-cultural development of older preschool children, which means the use of organizational technology, multimedia, audio and video equipment and the Internet, providing ample opportunities for communication. The use of computer technology with its multimedia capabilities, subject to compliance with sanitary standards, helps the teacher to develop this competence more effectively and efficiently.

The state program of the Russian Federation "Development of Education" for 2018-2025, which includes the priority project "Modern digital educational environment in the Russian Federation", sets the task of improving the quality and accessibility of education through the organization of a modern digital educational space.

American scientists of the National Association of Preschool Education have identified the specifics of the use of information technologies for teaching/educating preschool children, contributing to the activation and stimulation of the child's capabilities, which are created by the following effects:

- "the effect of presence (speech, animation), when using which the teaching role of the teacher fades into the background, and the child acts on his own initiative, at a personal pace and by the natural method of "trial and error";

- feedback as an instant reaction to the task, allowing the child to evaluate its correctness himself;

- game motivation (a familiar cartoon character asks, warns, reminds, explains)" [11, pp. 110-113].

The effectiveness of the use of digital technologies as a means of introducing older preschoolers to regional culture is proved by the results of experimental work carried out on the basis of MBDOU No. 100 in

Astrakhan, in total, more than 65 preschoolers aged 6-7 years and 8 educators were included in the study.

The results of the study indicate significant qualitative and quantitative changes in the level of formation of socio-cultural competence of older preschool children. Children show profound knowledge not only of their own, but also foreign culture; they show stable cognitive activity, demonstrate a respectful, reverent and valuable attitude to others.

The results of the study are presented in Table.

**Table. The level of formation of socio-cultural competence of the child**

Stage of experiment	Level	Experimental group		Control group
		Quantity 65	%	Quantity 65
Ascertaining	Advanced	17	26,15	19
	Sufficient	23	35,38	26
	Elementary	25	38,47	20
Ascertaining	Advanced	29	44,62	25
	Sufficient	27	41,54	23
	Elementary	9	13,84	17

It is noted that in a preschool educational institution programs are implemented with a strict criteria for delivery of information, the degree of pedagogical values, correspondence of age and personal characteristics of children and aimed at comprehensive development of the child [9, p. 143-149].

Thus, the results of our study show a positive dynamics of changes in the levels of formation of sociocultural competence of children of older preschool age in the conditions of digitalization.

## CONCLUSION

When analyzing the process of introducing older preschool children to regional culture in the context of the use of digital technologies, we conclude that this direction is relevant and will develop in the oncoming years. This is primarily due to the needs of society, as well as the trend of digitalization of education.

## AUTHORS' CONTRIBUTION

Palatkina G. - analysis of digital educational resources contributing to the formation of socio-cultural competence of older preschool children;

Podlipalin A. - review of publications on the topic of the article;

Sorokina Zh. - analysis of the features of the formation of socio-cultural competence of older preschool children

Sharonov A. - analysis of the concept and structure of socio-cultural competence of senior preschoolers.

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