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THE ESSENCE AND STRUCTURE OF POLUCULTURAL COMPETENCE OF PRESCHOOL CHILDREN

Abstract: Based on the generalization of the historical and pedagogical experience of implementing polycultural preschool education in Belarus and modern achievements in the development of the theory and practice of this socio-pedagogical phenomenon, the article identifies and substantiates the structure of polycultural competence of preschool children.

Keywords: polycultural preschool education, formation of national identity and patriotism; social, national-cultural and global competencies.

СУЩНОСТЬ И СТРУКТУРА ПОЛИКУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

Аннотация. На основе обобщения историко-педагогического опыта реализации поликультурного дошкольного образования в Беларуси и современных достижений развития теории и практики данного социально-педагогического феномена, в статье выделена и обоснована структура поликультурной компетентности детей дошкольного возраста.

Ключевые слова: поликультурное дошкольное образование; формирование национального самосознания и патриотизма; социальные, национально-культурные и глобальные компетенции.

Polycultural education has currently acquired particular relevance and a new interpretation in connection with the growing problems of globalization. Globalization as a result of an objective, complex and contradictory process of interaction of many countries and peoples is reflected in the political, socio-economic, informational, ecological, ideological foundations of the picture of the world. On the one hand, globalization strives for homogenization, standardization and unification of various spheres of society, which is considered a threat to the preservation of national identity, traditional cultural values, etc., and on the other hand, it promotes the interconnection and mutual development of various national institutions, cultures and social systems.

Such ambivalence (duality) of globalization processes requires an adequate response of social systems. In these conditions, it is precisely polycultural education that is capable of ensuring humanitarian security of modern society, its consolidation and preparing the younger generation for effective interaction with different peoples and cultures.

Our research “Formation and development of polycultural preschool education in Belarus (second half of the 19th century – beginning of the 21st century)” is aimed at studying and conceptualizing the genesis of polycultural preschool education in Belarus and developing theoretical and methodological foundations for its improvement, taking into account the principle of historical continuity[1].

In this article we will present only selected results of the study.

The essence of the key definition of “*polycultural preschool education*”, taking into account national specifics, is defined by us as education implemented on the basis of two or more cultures, taking into account the age and individual characteristics of preschool

children, ensuring the formation and strengthening of their national self-awareness and patriotism, developing the beginnings of a global worldview, through the assimilation of the cultural, historical and social experience of various countries and peoples, forming the readiness and ability to live in a globalizing world.

In the structure of polycultural preschool education we include:

- bi- and multilingual education (teaching ethnic, national and foreign languages, the culture of interethnic communication, etc.);
- polycultural upbringing (cultivating respect for different nationalities and cultures, developing skills to live in a multicultural world, in conditions of ethnic, linguistic, cultural, religious and social diversity);
- developing national self-awareness and patriotism (assimilation of ethnic values, national (state) values and other knowledge, skills and abilities necessary to ensure the consolidation and humanitarian security of society).

Specific features of the development of the theory and practice of polycultural education in the Republic of Belarus at the present stage include:

- rich historical pedagogical experience of the activities of educational systems in the context of ethnic, linguistic, cultural and religious diversity;
- relative multiethnic homogeneity of the population and insignificant migration balance;
- the presence of tolerance as a mental characteristic of the nation;
- the focus of modern educational policy on mastering the cultural traditions and values of both the Belarusian people and world culture;
- the implementation of bilingual education and the inclusion of foreign languages in the content of education;
- the implementation of education primarily in Russian with a clearly expressed national orientation of the content of education and training on mastering the values and traditions of Belarusian culture;
- polycultural education acts as a means of ensuring humanitarian security and consolidation of Belarusian society.

The goal of polycultural preschool education is to form the basic foundations of a polycultural personality. *A polycultural personality is a personality that is ready for effective interethnic interaction, preserving national identity and striving to understand other cultures, respecting other ethnic communities, and able to live in peace and harmony with representatives of different nationalities.* A polycultural personality is characterized by a humanistic orientation and has such qualities as goodwill, responsiveness, openness, tolerance, sociability, and has the skills to provide mutual assistance and cooperation, including in intercultural dialogue. A polycultural personality can perceive itself as a representative of several cultural groups at the same time: gender, ethnic, national, social, territorial, religious, etc.

The current educational standard of preschool education puts forward a competency-based approach as a methodological basis, which presupposes “a set of views and methods of designing and organizing the educational process, which are characterized by a focus on the formation of competencies aimed at preparing for continuing education at the first stage of general secondary education, strengthening the practical orientation of the students’ activities, using the accumulated and creating conditions for the formation of their social experience”[2].

The results of mastering the content of preschool education are presented in the standard in the areas of activity, the analysis of which makes it possible to identify the constituent basic foundations of a polycultural personality in the form of polycultural

competence. Systematizing the results of our historical and pedagogical research, theoretical and practice-oriented scientific works, we note that the polycultural competence of preschool children includes:

– *social* (able to distinguish between the emotional and physical state of other people, to show concern and care for loved ones and peers (sympathy, emotional support); to assess a person's appearance and personal qualities; to be aware of one's social "I"; to show volitional efforts, to follow social norms of behavior and rules in various types of activities, in relationships with adults and peers, etc.);

– *national and cultural* (able to determine the geographical location of the Republic of Belarus on the map, name the states it borders with; talk about his native town, country, its capital, and their attractions; talk about the main symbols of the country that emphasize its uniqueness, reveal the history of our country, its culture and national traditions, features of life and nature; talk about public holidays and nationwide holidays, the most important historical events, about sculptural and architectural objects, about the work, rest of Belarusians, their moral qualities, cultural traditions; show patriotic feelings, feel pride in his country, its achievements, etc.);

– *global competencies* (has an understanding of planet Earth as a common home, other countries and peoples, and their interrelationships; features of appearance, language, national clothing, traditions, natural, social and cultural conditions of life of people of different nationalities; knows how to interact with representatives of other cultures and religions, guided by the principles of tolerance; understands the importance and necessity of cooperation, mutual assistance, support, peaceful resolution of conflict situations, etc.).

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УДК 378(061.3)

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ВИЗУАЛИЗАЦИЯ В ДОПОЛНИТЕЛЬНОМ ОБРАЗОВАНИИ ПЕДАГОГОВ

Аннотация. Статья посвящена вопросам использования методов визуализации при организации повышения квалификации педагогов, что позволяет оптимизировать и интенсифицировать процесс их обучения. Описаны интеллект-карты, скрайбинг и инфорграфика как эффективные инструменты, которые учителя могут применять в своей профессиональной деятельности.

Ключевые слова: визуализация, интеллект-карты, скрайбинг, инфорграфика.