THE DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN ETHNO-CULTURAL REPRESENTATIONS (EMPIRICAL RESEARCH RESULTS)

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Abstract
The relevance of the problem substantiated in the article is obvious due to the following: the formation of ethno-cultural representations provides personality successful integration into national and world culture, promotes the development of a new type of personality consciousness and self-consciousness, the nature of a living position as the subject of a poly-cultural society. The favorable period for ethno-cultural representations development is elementary school age as at this age stage there is an active development of social rules and norms, perception of the world through communication and interaction, awareness of belonging to a national group, comprehension of the uniqueness of each ethno-culture. The objective of the article is to develop the technology of pedagogical support to advance ethno-cultural representations of elementary school children in the context of poly-cultural educational space. The leading method is the project-based method applied to define the content and procedural bases of pedagogical support aimed to develop elementary school children ethno-cultural representations, to reveal the set of ways, means and conditions to arrange this process and provide valid socialization and sociocultural adaptation of elementary school children to living in a poly-cultural society. The elaborated technology of pedagogical support aimed to develop elementary school children ethno-cultural representations includes diagnostic, guide, content-operational and productive-evaluative stages. The technology is based on personal-activity and culturalogical approaches, principles of complexity, ethno-culture, axiology, subjectivity and is directed to elementary school children self-determination, extension of their mental possibilities, development of skills for cross-cultural and interethnic interaction, regardful and tolerant attitude towards representatives of various ethnic groups and cultures.

Keywords: ethno-cultural representations, ethno-cultural knowledge, poly-cultural education, technology of pedagogical support.

Introduction
In the context of modern sociocultural situation people find themselves in the field of cultures the interaction with which demands ethno-cultural awareness, ability to conduct a dialogue, tolerance, ethno-cultural sensitivity. In this regard the issue to develop a cultural generation is considered crucial (Khuziakhmetov, Shafikova & Kapranova, 2015; Yusupova, Podgorecki & Markova, 2015). The preservation and development of ethnos cultural dominants is obviously possible on the basis of younger generation acquaintance with ethno-cultural values in the course of poly-cultural education. Poly-cultural education promotes the formation of children's national consciousness, their ethnic and civil identity (Garaeva, 2014; Gromova &

Zakirova, 2014; Ribakova, Parfilova, Karimova & Karimova, 2015), culture of international communication, provides their language development (Gabdulkhakov, 2014), socialization and sociocultural adaptation to living conditions in a poly-cultural society. The study of poly-cultural education opportunities to form the Person of culture testifies to the realization of the education content cultural core, the reconstruction of cultural patterns and norms in the educational system. Without them the organization of culture appropriate activity of younger generation in the context of poly-cultural educational space is impossible. The culture poly-level of the educational space is substantiated by the gained understanding that people's activity ways are estimated from the point of view of positive cross-cultural interaction experience development, tolerant attitude towards representatives of other cultures, readiness for the search of cultural meanings, active culture creative position (Gorshenina, Neyasova & Serikova, 2013).

It has been ascertained that the favorable period to form an ethno cultural personality is elementary school age (Gorshenina, 2011). At this time there takes place an active development of social rules and norms, knowledge of the world through communication and interaction, perception of each ethno-culture uniqueness. Children have the need to extend the sphere of communication and interaction, social recognition and self-expression; the child becomes aware of belonging to a national group; they comprehend ethno-cultural and universal values. The conception of ethno-cultural representations results in elementary school children development of these values. Ethno-cultural representations are a component of social representations system which during the studied age period acts as a new formation, a basis to create child's relationship with a poly-cultural society. In scientific literature this term is used to specify the transition from feelings and perception to thinking (Shukshina & Serikova, 2010; Novik & Podgórecki, 2015). Ethno-cultural representations of elementary school children are considered as the process when one of the components of the world outlook sphere of a person's mentality is developed; it takes place in the context of external impacts that lead to the change in the complete personality psychological organization due to the subject cognitive activity to obtain and evaluate information, to develop the roles and skills of behavior in a poly-cultural society (Zakirova, Gaysina & Zhumabaeva, 2015).

It should be noted that despite the considerable interest of scientific researches in the issue of poly-cultural personality development, the question concerning the ways of elementary school children ethno cultural representations development is debatable. Therefore, the pedagogical support is assigned a particular role in this context; it should be considered as the need to help children understand the value of ethno-culture, its role in the course of person's adaptation to social relationships and define guidelines of cross-cultural and interethnic interaction.

Materials and Methods
Research methods
The following methods have been applied to solve the research tasks: forecasting, project based method, pedagogical experiment, questioning methods (questioning, conversation); praximetric methods (analysis of activity products, projective techniques), testing, observation, method of expert evaluations.

Research experimental base
The research of elementary school children ethno-cultural representations was conducted on the basis of general education institutions of the Republic of Mordovia. 358 elementary school children of 7 - 11 years old took part in the experiment.

Research stages
The research was conducted in three stages:
- at the preparatory stage there was analyzed the current state of the studied problem in the pedagogical theory and practice; the program and criteria-diagnostic tools of the research were developed;
- at the main stage, there was elaborated and introduced the technology of pedagogical support of elementary school children ethno-cultural representations development in the

context of poly-cultural educational environment; there was carried out experimental work to verify the validity of this technology;

- at the final stage there was carried out the systematization and generalization of the research results; theoretical conclusions were specified; processing and registration of obtained results of research was implemented.

Results

Contents and stages of technology

The elaborated technology of pedagogical support of elementary school children ethno-cultural representations development is the body of forms, methods, techniques and means applied in the educational process to provide elementary school children successful adaptation and integration into poly-cultural educational environment.

This technology is aimed to solve the following tasks:

- to develop elementary school children knowledge of ethnos, their history and culture, factors and conditions of ethnic cultures development, interrelations of ethnos groups and cultures, influence of ethnic culture on Russian and world culture;

- to assist to solve the issues of a school child ethnic identity and ethnic consciousness development;

- the ethnization of education content to provide the development of ethno-cultural and universal values;

- to prevent the emergence of problems in the context of cross-cultural, interethnic and interfaith interaction; to form valid and tolerant attitude towards representatives of various ethnosroups;

- to promote ethno-cultural productive-creative activity of elementary school children;

- to up-date cross-cultural interaction of subjects of educational relations in the course of elementary school children ethno-cultural representations development.

The personal-activity and culturological approaches providing elementary school children cultural self-determination, extension of their mental opportunities, development of cross-cultural and interethnic interaction skills, regardful and tolerant attitude towards representatives of various ethnos groups and cultures make the basis of the elaborated technology. Pedagogical support of elementary school children ethno-cultural representations development is based on the following principles: complexity, ethno-culture, axiologiness, subjectivity.

The complexity assumes the arrangement of pedagogical workers efforts into the system providing the support of elementary school children ethno-cultural representations development.

The principle of ethno-culture suggests the focus on the formation of civic consciousness, patriotism, ethnic consciousness, tolerance, ability to poly-cultural communication; the development of a complex of ethno-focused mental new formations and abilities; the development of traditional culture values, acquisition of ethno-cultural knowledge, abilities, skills which provide the formation of an ethno-cultural and poly-cultural personality, the citizen of Russia and the world (Yakunchev & Karpushina, 2010).

The principle of axiologiness is directed towards the formation of persistent world outlook ideas of ethno-cultural and universal values which have to become guidelines and behaviour regulators for elementary school children.

The principle of subjectivity is characterized by the fact that a school child, being the subject of poly-cultural educational space, is capable to structure it to a certain degree creating the environment for themselves. The probability of subject position realization by the child is higher if its structure is richer and more various, if its links with various subjects of the educational relations is richer and more various.

The technology of pedagogical support of elementary school children ethno-cultural representations development in the context of poly-cultural educational space reflects its main stages: diagnostic (diagnostics of the initial level of elementary school children ethno-cultural representations development in the context of their entry into poly-cultural educational space),

guide (the definition of the forthcoming work content, elaboration of the general approach to solve the problem, specification of structural elements of support, selection of ways and means to support, development and introduction of a scientific methodological support), content-operational (joint constructive activity of elementary school children and teachers), and productive-evaluative (the analysis of results, reflection).

The pedagogical support of elementary school children ethno-cultural representations development is based on the consideration of their own interests and requirements, potential personal growth. As this age period is spiritually fragile and pliable, the child has already had freedom, but does not fully realize its sense and volume yet (Zenkovsky, 1995). During this period the child gains the main traits that characterize the personality: understanding of their responsibility, own interests, inclinations, tastes, requirements, motives are being arranged in some system.

Implementation phases of the technology

The implementation of pedagogical support technology of elementary school children ethno-cultural representations development assumed to carry out the following stages of the experimental work:

– diagnostics of elementary school children ethno-cultural representations development level to identify the problems and to search conditions to improve the studied process;

– development and introduction of educational methodological support of elementary school children ethno-cultural representations development, creation of poly-cultural educational environment in school, realization of adequate conditions of elementary school children ethno-cultural representations development (teachers' are focused on the development of ethno-cultural representations of school children, ethnization of elementary school children educational content, correlation of the work content with elementary school children age peculiarities, application of interactive forms and methods of educational process subject interaction, inclusion of school children in productive and creative activities to master the development of ethnic and universal culture values);

– experimental verification of elementary school children ethno-cultural representations development technology validity.

The stating stage

At the stating stage of the experiment there was carried out the diagnostics of elementary school children ethno-cultural representations development levels according to certain components: ethno-cultural representations in the structure of personality social representations, acquaintance with ethnic culture, ethno-cultural representations as the basis of regardful and tolerant attitude towards representatives of various ethnos groups and cultures. Each component was studied in detail according to the following criteria: information-cognitive, world view, emotional-evaluative, operational. Proceeding from the analysis of theoretical sources and peculiarities of elementary school children ethno-cultural representations development process, we have singled out the following criteria: information-cognitive criterion assumes the availability of representations system, concepts and knowledge in the sphere of ethnic culture of native people and other ethnos groups, interest in ethno-cultural problems, problems of cross-cultural and interethnic interaction; world view criterion suggests the availability of personality qualities, system of goals, feelings, beliefs that define the position of the bearer of ethno-cultural and universal values, independence of judgments and evaluation of ethno-cultural problems according to the norms of morals and national perception of the world; emotional-evaluative criterion includes emotional sensory perception of the ways of identification with the ethnos, the level of ethnic consciousness development, positive attitude towards ethno-cultural diversity and ethnic forms, regardful and tolerant attitude to ethno-cultural distinctions; operational criterion defines the focus of acts on ethno-cultural and universal norms and values, manifestation of regardful and tolerant attitude towards representatives of other ethnos groups and cultural distinctions. This approach resulted in the distribution of respondents into groups according to the corresponding levels of ethno-cultural representations development (high, average, low) (Table 1).

Table 1. Diagnostics results of elementary school children ethno-cultural representations development levels, %

Criteria / Levels	Informati on-cognitive	Worldview	Emotiona l-evaluative	Operational
Low	43,8	36,1	16,3	18,6
Average	43,7	59,2	63,4	64,5
High	12,5	4,7	20,3	16,9

This diagnostics revealed the insufficient level of elementary school children ethno-cultural representations development due to their poor knowledge of basic ethno-cultural concepts, low level of ethnic identity, insufficient positive attitude towards ethnic culture, towards representatives of other ethnos groups and cultures. Most elementary school children did not have developed skills to build cross-cultural and interethnic interaction.

The forming stage

At the forming stage of the experiment there was implemented the technology of pedagogical support of elementary school children ethno-cultural representations development on the basis of development strategies and formations (Kalinina, 2004). In regard to our research the developing strategy allowed to create conditions stimulating the formation of school children ethnic identity and ethnic consciousness providing successful socialization in the context of poly-cultural educational space. As a result there was brought out direct and indirect support. The characteristic feature of direct support was the address to the specific personality in the course of teacher's interaction with school children. The indirect support was implemented by the teacher with the application of various elements of culture. For this type of support, the appeal to a group of children in general is characteristic. In this case children were involved in independent solution search.

The forming strategy provided the opportunity to select and structure the content, to work out educational methodological support (educational and methodical aids, programs of extracurricular activities, methodical recommendations, diagnostic tools) to form elementary school children ethno-cultural representations development in the context of general education organization with age features in view. Within the frames of strategy implementation there was realized the ethnization of the education content aimed to develop elementary school children ethno-cultural presentations of the variety of nations and their cultures, world order symbols, subjectified system of images-values, elements of folk culture (oral poetic creativity, folk crafts, handicrafts); the system of elementary school children ethno-cultural knowledge was defined:

- declarative knowledge – knowledge of ethno-cultural values, criteria of evaluation, norms of attitude to various phenomena of public life and national culture, rules of relationship in poly-cultural society, etc.;

- subject-specific knowledge – knowledge of the language, history, nature of the native land, national traditions and customs, etc.;

- procedural knowledge – knowledge of features of national craft, national trade, knowledge of national dishes cooking technology, knowledge of national songs and dances performance, etc.;

- conventional knowledge – knowledge of ways and conditions of cross-cultural and interethnic interaction strategy application based on ethno-cultural and universal values.

The enrichment of organizational-methodical tools of pedagogical support of elementary school children ethno-cultural representations development was provided with the application of various forms, methods and technologies (ethno-focused and ethno-cultural) (Gorshenina, 2011) that allowed to arrange interactive teachers and school children interaction to create conditions for the reconstruction and assimilation of ethno-cultural concepts, stereotypes, development of ethno-sociocultural experience (Neyasova, 2013).

Comparative analysis of the experimental research results

To determine the validity of pedagogical support technology before and after experimental work there was conducted the comparative analysis of elementary school children ethno-cultural representations development level (Table 2).

Table 2. Diagnostics results of elementary school children ethno-cultural representations development, %

evels	Criteria							
	Information-cognitive		Worldview		Emotional-evaluative		Operational	
	beginning of the experiment	termination of the experiment	beginning of the experiment	termination of the experiment	beginning of the experiment	termination of the experiment	beginning of the experiment	termination of the experiment
ow	43,8	14,9	36,1	19,2	16,3	4,7	18,6	9,4
verage	43,7	57,8	59,2	63,4	63,4	59,2	64,5	61,1
igh	12,5	27,3	4,7	17,4	20,3	36,1	16,9	29,5

The analysis of the research data showed the increase of elementary school children ethno-cultural representations development level by all criteria. To check the reliability of the obtained results we used Pearson's criterion (chi-square). As $\chi 2emp = 8,74 > \chi 20,05 = 7,81$, the reliability of the results difference obtained before carrying out a pilot study makes 95%. Therefore, the revealed regularity allowed to assert the increase of elementary school children ethno-cultural representations development level that testifies to the efficiency of the elaborated technology.

Discussions

The considered problem finds its reflection in modern foreign and Russian researches. Scientists study various aspects of learners' poly-cultural education (Banks, 2013; Nirmala, 2010; Phoon, Abdullah & Abdullah, 2013; Portera, 2008; Yakunchev & Gorshenina, 2013). Theoretical-methodological foudations of teachers' training for vocational activity in a poly-cultural society are covered (Babushkina & Shukshina, 2014; Buyanova, 2013; Gorshenina & Yakunchev, 2014; Castellanos, Gloria, Mayorga & Salas, 2007; Pope & Mueller, 2011). Appropriate pedagogical means and technologies of school children poly-cultural/ethno-cultural competence (Garaeva, 2014; Gabdulkhakov, 2014; Gorshenina, 2011; Gromova & Zakirova, 2014; Nistor, Gogus & Lerche, 2013; Fischer, 2013).

However, at present there are not enough scientific works devoted to the problem of elementary school children ethno-cultural representations development, especially if it concerns their age features.

Conclusion

The empirical research has singled out the peculiarities of elementary school children ethno-cultural representations development. Elementary school children manifest their attitude towards ethnic culture, first of all, in the cognitive sphere; the mental ability is dominant. Elementary school children have the ability to establish cause-effect relationships between components and the phenomena of ethnic culture. Elementary school children ethno-cultural representations are isolated from practical activities and real acts. Ethno-cultural representations become a basis to form ethno-cultural concepts considered as the reproduction of subjects and phenomena of national culture in their generalized characteristics-words. The body of ethno-cultural representations and concepts provide ethno-cultural knowledge development. Ethno-cultural knowledge and beliefs developed on their basis allow elementary school children to show positive, emotional-evaluative and regardful-tolerant attitude towards

representatives of various ethnos groups and towards their cultures in the course of cross-cultural interaction.

It has been established that the elaborated technology of pedagogical support makes it possible to implement elementary school children ethno-cultural representations development on the basis of stage-by-stage socialization in the context of poly-cultural educational space on the mono-cultural (development of native ethno-culture and ways of thinking peculiar to it), cross-cultural (comprehension of ethno-cultures of people living in a certain region), intercultural (ability to cross-cultural interaction and dialogue) levels.

The materials of the article may be useful to pedagogical employees of general education institutions to implement project, organizational, diagnostic activity in the course of work to develop elementary school children ethno-cultural representations; in the course of teachers' training to conduct professional activity in the context of a poly-cultural society.

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