

## A Preschooler in the World of Russian Culture of the Peoples

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### ABSTRACT

This article is aimed at the disclosure of the process of familiarizing senior preschool children to the culture of different nations through didactic games. The purpose of the article is to determine the content of ethno-national culture of the people, accessible to children preschool age, which includes a set of elements of ethnic (folk costume, folk tales, games, music, dance, decorative and applied arts) and national (symbolism, sights) culture, and realized didactic games. A structurally-substantial characteristics of a subject position of pre-school age child, consisting of the following components: motivational-value (interest and relevance to ethno-national culture), cognitive (understanding of the ethno-national culture of their own and other peoples), emotional (emotional manifestations in the process of interaction with elements of ethno-national culture), the regulatory-activity (activity initiative in creative activity and the ability to self-willed behavior). The leading approach to the study of this problem is the activity that allows you to consider the work as a means of formation and development of human subjectivity. The article highlights the criteria for assessing the level of development of a subject position of the child's personality in the process of development of ethno-national culture of the people: the scope and completeness of knowledge about ethnic and national culture of their own and other peoples, the degree of expression of interest, the content and methods of expression related to ethno-national culture, expression of positive emotions in interaction with the elements culture of the people, the behavior of the child in its development; defined levels of a subject position of the child's personality in the process of development of ethno-national culture of the people. Article submissions are of practical value to teachers of preschool educational institutions.

### KEYWORDS

Russia's people culture, ethno-national culture, child's subject standpoint, didactic game

### ARTICLE HISTORY

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### Introduction

In the XXI century all social spheres of life pervade intensive integration process that allows people of different cultures interact with each other. However, the democratization of society today is accompanied not only by progressive changes, but such negative phenomena as the breakdown of

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traditional ties between the peoples of many years, the division of ethnic groups on the national territorial basis, the implementation of large-scale cultural aggression against certain peoples and nationalities, and ethnic conflicts. These negative processes in the modern world can be avoided by means of familiarizing the person to other people's cultures. This need is dictated by the need for people to live in peace and harmony, and for this we need to know more about other countries, peoples, their material and spiritual values.

Formation of a culture of peace and interpersonal relations, manifested in religious and ethnic tolerance, respect for the traditions and culture of other nations to be treated as the most important problem in the international, public and legal instruments (UN Convention on the Rights of the Child, the National doctrine of education, concept of spiritual and moral development and education of the individual citizen of Russia, and others.). They noted that education should be aimed not only at all-round development of the personality and abilities of the child, but also to the development of respect for parents, human rights, nature, as well as the values of their own culture to other peoples and cultures. Since the pre-school establishments Russia are multicultural space that is necessary to build on the idea of cultural dialogue, equal partnership, where the integrated value of different ethnic groups, initiation of children to the culture of different nations become part of multicultural education. It promotes understanding, awareness and adoption of a child of ethnic, national and world cultures for its spiritual enrichment, the formation of his willingness and ability to live in a multicultural environment.

Attaching the child to the culture of different nations can raise a confident, tolerant, free person, able to live in cooperation and harmony with other people. It was found that children are able to perceive the culture of different peoples. Bright impressions and feelings experienced in childhood, have an impact on the further development of the child to remain in the memory for a lifetime. This fact actualizes the topic under study.

Researchers at familiarizing children with the culture of one or several nations are focusing on national culture, while at the same time, mixing it with the notion of "ethnic culture". Therefore, the introduction of the concept of "ethno-national culture", considered by us as a set of cultural elements and structures with pronounced distinctive ethnic features and performing etnodifferentsiruyuschie functions, as well as material and spiritual values, preserve and collect the generations in the life of the nation, will determine more accurately the content of culture the people with whom you can introduce preschool children.

The studies proved the effectiveness of various means of review of preschool age children with the culture of different peoples. However, the possibility of the use of didactic games as means of education of emotional and positive attitude towards people of different nationalities and introducing them to the culture of different peoples are not fully understood, although known for its pedagogical value in the educational process of preschool educational institutions. We consider the didactic game as a means of introducing children of the senior preschool age with ethno-national culture of the peoples of Russia.

## **Materials and Methods**

### ***Research Methods***

During the research the following methods were used: Theoretical: theoretical and methodological and systematic structural analysis, synthesis, synthesis, comparison, modeling, forecasting results; Empirical: surveillance; individual interviews with children of preschool teachers, parents; surveys of parents, preschool teachers; study of the pedagogical documentation of preschool educational institutions; Analysis of creative works of children; the creation of problematic situations; quantitative and qualitative methods of processing experimental work data; pedagogical experiment.

### ***Experimental Research Base***

Kindergarten number 75, 76 Cheboksary Chuvashia and SEI d / s combined type № 1733 SEI d / s General developing type number 1976 of the Central District Department of Education in Moscow.

### ***Stages of Research***

The study was conducted in three phases:

- The first stage - the preparatory stage - defined theoretical and methodological base of research, identified the essential characteristics of the basic concepts have been developed requirements for the content and the creation of a series of didactic games designed to introduce children to the culture of the peoples of Russia;

- In the second phase - pilot phase - make the experiment program, were selected diagnostic tests, carried notes forming and controlling stages of experiments, analyzed the results; results of the study were introduced in educational and educational process of preschool educational institutions;

- The third stage - a synthesis stage - processed and systematized research materials work, formulated the conclusions of the study.

## **Results**

### ***The Structure of the Subject Position of the Person of the Child of the Senior Preschool Age in the Course of Development of Ethno-National Culture of Different Nations***

One of the conditions of initiation of preschool children to the culture of different peoples - subjective position of the child, reflecting his stock of knowledge and the nature of relationships with people of different nationalities.

It has been established that the subject position (active position) provides a basis for the development of personality, individuality, selectivity, creativity (Slastenin, 1997).

With the admission of preschool children to the culture of different peoples of the subject position is provided by the inclusion of children in the whole process of development of its national figurative content, availability analysis and search means of expression of national images of people, the development of skills in children reflect national characteristics in operation. The subjective

position of the child in interaction with peers of different nationalities contribute to the awakening of national consciousness. It includes not only the assignment itself to a particular nationality, but also the formation of ideas and emotional-valuable relation to ethno-national culture of their own and other peoples.

Analysis of psychological and pedagogic literature (Bozhovich, 1995; Vygodskiy, 2003; Babiynina, 2001) on the formation of the child's personality has allowed us to develop the structure of a subject position of senior preschool children in the course of development of ethno-national culture of different nations (see Fig. 1). It consists of the following components: motivational-value (interest and relevance to ethno-national culture), cognitive (understanding of the ethno-national culture of their own and other peoples), emotional (emotional manifestations in the process of interaction with elements of ethno-national culture), the regulatory-activity (activity initiative in creative activity and the ability to self-willed behavior).

The subjective position of the child of the senior preschool age has a tiered structure (object, object-subject, subject-object, and subjective), which is characterized by the following indicators: the presence of notions of ethno-national culture of their own and other peoples; expression of interest and attitudes towards ethnic and national culture; emotional manifestations in the process of interaction with elements of ethno-national culture; activity, initiative in creative activity in its development.

The effectiveness of introducing them to the ethno-national culture of the people is provided to develop a set of didactic games aimed at the consistent absorption of elements of ethno-national culture Russian, Chuvash, Mordvin, Tatar, Ossetian, Yakut people under the supervision of an adult and independent activity of children, which increases the formation of the level of their subject position, It helps understanding, awareness and appropriation of ethno-national culture of the peoples of Russia.

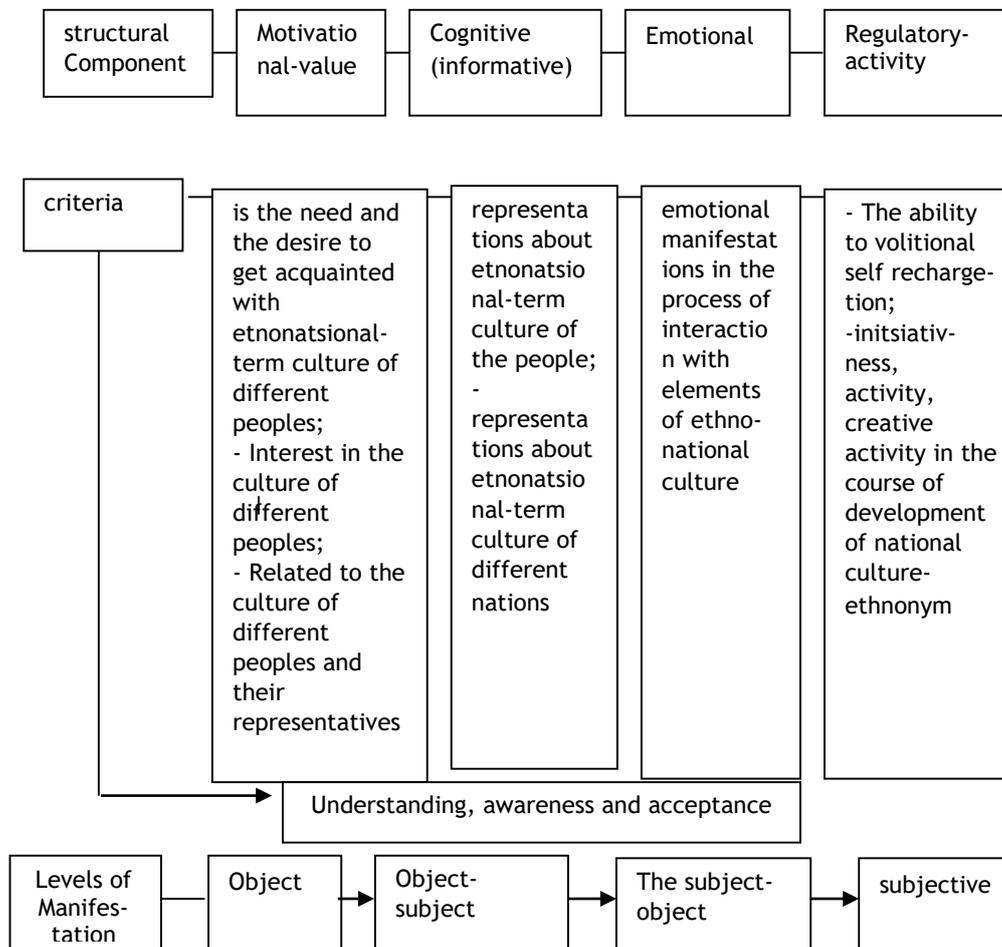
### ***The Establishing Step***

The aim of ascertaining experiment was to determine the characteristics of a subject position of children of the senior preschool age at admission of ethno-national culture.

In the experimental pilot study of 200 children of preschool age have been involved - pupils DOW Chuvashia (99 children) and Moscow (101 children); 200 parents, 99 parents of Chuvashia and 101 parents from Moscow; 224 teachers, including 166 teachers of kindergartens village Ishlei, Cheboksary and Novocheboksarsk Chuvash Republic and 58 preschool teachers of the Central District Department of Education in Moscow. Among the pupils of the children of the experimental and control groups were determined (by 23 children each) Cheboksary Chuvash Republic (MRLs d / c number 75 - EG in Kindergarten d / c number 76 - CG) and Moscow (in SEI d / s combined type number 1733 - EG in SEI d / c number 1976 - KG) for the further implementation of the formative experiment. The current level of development of children according to medical records and psiholgo-educational assessment is correct.

To identify the features of a subject position of the baby, system diagnostic tools has been developed, including:

- Discussion aimed at identifying the child's views on ethnic and national culture of the people and the attitude to it, as well as their awareness of their national identity;



**Figure. 1.** Structure of the subject position of the person of the child of the senior preschool age in the course of development of ethno-national culture of different nations

- Interview and projective techniques, "Journey to Russia" aimed at identifying the child's views on ethnic and national culture of the peoples of Russia, the availability of interest and attitude towards it;

- A problematic situation "greeting card", aimed at identifying ways of expressing the relationship of children to the ethno-national culture of the peoples of Russia and the characteristics of their emotional manifestations in the process of interaction with elements of ethno-national culture;

- A questionnaire for parents and educators, aimed at identifying the relationship of adults to introduce children to the culture of different nations through didactic games.

As a result of individual conversations, problem situations, projective techniques, teaching observations following levels of manifestation of a subject position of the child have been allocated.

Object level of development of a subject position of the person of the child of the senior preschool age is manifested in the lack of interest in the culture of the peoples of Russia and the desire to get acquainted with it; in an indifferent

attitude towards ethnic and national culture of the peoples of Russia and its representatives; in short supply concepts of ethno-national culture of its people and the peoples of Russia; passive behavior when interacting with elements of ethno-national culture of different peoples; unshaped representation of their national identity.

Object-subject level of a subject position of the person of the child of the senior preschool age, characterized by the presence of unstable interest in the culture of their own and other peoples; situational desire to get acquainted with the ethno-national culture of the peoples of Russia; limited stock of ideas about this culture; passive behavior in the course of development of ethno-national culture of the peoples of Russia; insufficient, superficial understanding of their national identity. A child shows his attitude to the culture of the peoples of Russia by selecting the external characteristics of the people of a particular nationality (brightness and the presence of patterns on the clothes).

The subject-object level of a subject position of the person of the child of the senior preschool age, is characterized by an interest in the elements of ethno-national culture of the peoples of Russia; a desire to learn about them; a positive attitude to the people nearest national environment and their culture; relatively full supply concepts of ethno-national culture of its people and the peoples of Russia; active in the process of development of ethno-national culture of different peoples; form an idea of his or her nationality.

Subjective level of development of a subject position of the person of the child of the senior preschool age, is characterized by an increased interest in the culture of their own and other peoples; active desire to learn more about it and its representatives; positive attitude towards ethnic and national cultures of different peoples; full supply concepts of ethno-national culture of its people and the peoples of Russia; active, creative process of development of ethno-national culture of different nations, the ability to regulate their behavior; awareness of their national identity. The child manifests itself as an active subject of the resolution of the situation.

The quantitative results of the study of the level of development of a subject position of senior preschool children EG and CG Cheboksary and Moscow in the course of development of ethno-national culture of the peoples of Russia are presented in Table. 1.

**Table 1.** Quantitative results of the study of the level of development of a subject position of senior preschool children in Cheboksary and Moscow in the course of development of ethno-national culture of the peoples of Russia

| Levels of manifestation | The data for the city of Cheboksary, % |    | Data Moscow, % |    |
|-------------------------|--|----|----------------|----|
|                         | EG                                     | KG | EG             | KG |
| Object                  | –                                      | –  | 13             | 0  |
| Object-subject          | 61                                     | 52 | 78             | 96 |
| The subject-object      | 22                                     | 44 | 9              | 4  |
| subjective              | 17                                     | 4  | –              | –  |

Experimental data show that children of the senior preschool age in the majority are at the level of subject-object displays in the course of development of ethno-national culture of the peoples of Russia. This suggests that most of the senior preschool children experiencing interest in the culture of the peoples of Russia, but not all it appears. Preschoolers Chuvashia and Moscow are

interested in household items, arts and crafts, home, folk costumes. When viewing images depicting people nearest national environment and elements of the ethno-national culture of the peoples of Russia in children a desire to get to know them. Older preschoolers are ready to communicate with peers of different nationalities, want to know where they live, which read stories, sing some songs.

At the same time, the senior preschool children presenting the culture of its people and the peoples of Russia are not complete, fragmentary. In this presentation preschoolers Chuvashia and Moscow differ. Most of the senior preschool children know the symbolism of Chuvashia Russia, Chuvashia Cheboksary, Chuvash and Russian fairy tales, folk games, they can distinguish between Russian and Chuvash national costumes. Know Russian and Chuvash folk songs. In Moscow, only half of those surveyed preschool children know the symbolism of Russia and Moscow. Unfortunately, most children cannot name Russian folk tales, confuse them with modern cartoon "Smeshariki", "Batman," "Spider-Man," "Tom and Jerry". Children cannot be called folk games, while playing in them, do not know the Russian folk songs, called songs of modern cartoons and popular songs. If the children are called the people of Chuvashia Chuvash Russia, Russian, Tatar, Mordvins, children Moscow, Chinese, Spanish, English, French.

Most preschoolers respond positively to the people nearest national environment. In children with an object-subject level of a subject position indecisive behavior observed during the development of ethno-national culture of the peoples of Russia. It is also revealed that the representation of children of their nationality insufficient, superficial. Most children recovered their name when naming nationality.

To identify the relationship of teachers and parents to introduce children to the culture of different nations through the didactic game profiles have been developed. The results of the survey of teachers of preschool educational institutions confirmed the relevance and timeliness of introducing them to the culture of different nations through educational games. We noted the relatively low theoretical readiness of teachers to attach the children to the culture of different nations through educational games. This is evident in the different understanding of the teachers the notion of "introduction to the culture of different peoples", in that they have different attitudes to the child's age, from which you can start introducing him to the culture of different peoples that the funds used by teachers at familiarizing children with one or otherwise people are used haphazardly, sometimes at random. At the same time, the data show understanding by teachers of preschool education and the majority of parents of the importance of familiarizing children of preschool age to the culture of different peoples, awareness of the relevance of patriotic education. At the same time parents realize that the "game - it's more accessible and intuitive approach to familiarize the child with the culture of the peoples of Russia" and that in the game the senior preschool children 'himself will respond quickly to questions. " At the same time parents are aware that the games should be held "the true knowledge about identity and about the features of the peoples of the foundations of Russia."

Thus, the results of ascertaining experiment revealed features of formation of a subject position of older children, which is characterized by: unstable interest in the culture of their own and other peoples; situational desire to get

acquainted with the culture of the peoples of Russia; limited stock of ideas about ethnic and national culture; passive behavior in the course of development of ethno-national culture of the peoples of Russia; insufficient, superficial understanding of their national identity.

### *Formative stage*

The purpose of forming the phase of the experiment was the realization of the pedagogical conditions that ensure efficient initiation of children of the senior preschool age to the ethno-national culture. Aimed at the formation of the components of a subject position of the child in the unity and the relationship, identify the stages of its implementation to address this goal it was necessary to develop a set of didactic games. In the development of ethno-national didactic content of games, we relied on the following requirements:

- The content of didactic games should reflect a consistent absorption of the child elements of ethno-national culture: the reported knowledge should disclose not only the national special in the life of the people, but universal; represent a range of knowledge about the ethno-national culture of every nation: the main city, where one or another people lives; its sights; national dress, its elements; everyday life (housing, household items, folk customs, national dishes); the heroes of fairy tales; folk games; folk songs and dances, folk musical instruments; arts and crafts, games must represent a series for each of the nations;

- The structure of each game should be directed to the formation of a subject position of the components (cognitive, motivational and emotional value-regulatory and the activity) in unity and relationship;

- The content of didactic games should encourage children to activities, interest in the components of the culture and people of different nationalities. The complex of didactic games designed to introduce children to the ethno-national culture of the peoples of Russia consisted of three series: the first included the familiarization of children with ethno-national culture of his people; the second series - with ethno-national culture of another nation; third is secured and systematization of knowledge about children's ethno-national culture of different peoples of Russia.

The first series includes 6 educational games aimed at familiarizing children with the components of ethno-national culture of its people and didactic game "What do we know about the culture of the people" to consolidate the acquired knowledge.

The first game introduces children to the symbols of the Republic and the main city, where the people, with its sights; the second - with the national clothing of the people, its elements and folk festivals, the third - with housing and household items; fourth - with the heroes of fairy tales; fifth - with folk musical instruments, songs and melodies; sixth - with the objects of arts and crafts. Such a sequence didactic games content was justified, firstly, the limited supply of representations age children of ethnic and national culture as their own, and other people, and secondly, features children assimilate such knowledge.

The second series consisted of didactic games to familiarize children with the ethno-national culture of the Chuvash, Mordovian, Tatar, Ossetian, Yakut people. The choice of the peoples based on the principle of territorial division of

the peoples: the Volga region, the North Caucasus and the North, as well as take into account the statistical data submitted by the peoples of Russia in Moscow and Cheboksary. Each series of didactic games for each of the nations consisted of the same number of games as in the first series and the content included on the above components of the ethno-national culture of the people.

In the third series includes educational games, "Journey to Russia", "What do we know about the culture of different peoples", "Find the same."

The developed complex of didactic games realized in complete pedagogical process in which the didactic game was used as a means of familiarizing children to ethno-national culture, a form of training and education, training methods and techniques, means the organization of life of children. Based on data from the functional features of the didactic games, we have developed a mechanism to implement the complex didactic games, which consisted of two stages.

### **Milestones**

The last stage of pedagogical experiment, a control, was conducted in order to identify the dynamics of change in the development of a subject position of the child.

The quantitative results of the study of the dynamics of the subject position of the senior preschool children in Cheboksary and Moscow in the course of development of ethno-national culture of the peoples of Russia in the control stage are presented in Table. 2.

Table 2 shows that most children of the experimental group Cheboksary and Moscow corresponds to the subject-object and subject levels of a subject position of the person of the senior preschool age child in the process of development of ethno-national culture of their own and other peoples. The concepts of ethno-national culture of the people, the peoples of Russia among children of the experimental group in Moscow and Cheboksary became full and clear. Preschoolers easily determined symbols Russia, his native city, was called not only Russian folk tales, songs, and other nations, tried to sing songs and dance, using the popular movements. Children of the experimental groups in the form of illustrations depicting people in folk costumes were happy and said that they have in common with these people. All the children of the experimental group correctly allocated their nationality, as in the control group Cheboksary this knowledge remained unchanged in the control group of Moscow took a small change in the definition of their nationality.

Implementation of the program of the senior preschool age of familiarizing children to the culture of peoples of Russia through didactic games allowed to achieve the transfer of children of the experimental group Cheboksary and Moscow of the object-subject level of a subject position of the child's personality in the subject-object and the actual subjective levels. Children with different levels of subjectivity increased interest in the culture of their own and other peoples; active desire to learn more about it and its representatives; positive attitude towards ethnic and national cultures of different peoples; full supply concepts of ethno-national culture of its people and the peoples of Russia; active, creative process of development of ethno-national culture; awareness of their national identity. The child manifests itself as an active subject of the resolution of the situation.

**Table 2.** Dynamics of changes in the level of development of a subject position of senior preschool children EG Cheboksary and Moscow in the course of development of ethno-national culture of the peoples of Russia

| Levels of manifestation | The data for the city of Cheboksary, % |    |                    |    |                         |    | Data Moscow, %     |    |                         |    |                    |    |
|-------------------------|--|----|--------------------|----|-------------------------|----|--------------------|----|-------------------------|----|--------------------|----|
|                         | Ascertaining experiment                |    | Control experiment |    | Ascertaining experiment |    | Control experiment |    | Ascertaining experiment |    | Control experiment |    |
|                         | EG                                     | KG | EG                 | KG | EG                      | KG | EG                 | KG | EG                      | KG | EG                 | KG |
| Object                  | —                                      | —  | —                  | —  | —                       | —  | 13                 | —  | —                       | —  | —                  | —  |
| Object-subject          | 61                                     | 52 | —                  | 48 | —                       | 78 | —                  | —  | —                       | 96 | —                  | 87 |
| The subject-object      | 22                                     | 44 | 9                  | 48 | 48                      | 9  | 17                 | 4  | 13                      | 4  | —                  | —  |
| subjective              | 17                                     | 4  | 91                 | 4  | 4                       | —  | 83                 | —  | —                       | —  | —                  | —  |

## Discussions

Scientists reveal various aspects of introducing them to the culture of different peoples. Some of them are dedicated to familiarize children with the culture of one nation (Babunova, 1996; Barahsanova, 1995; Vavilov, 1993; O.V. Leonova, 1996) familiarizing preschool children to the culture of different nations, and not only Russian, but also foreign (Sultanov, 1998, Suslov and Botnari, 1989; Yadrinskaya, 1998). Researchers proved the role of the didactic games in the versatile development of the child (Barahsanova, 1995), Sensory development of culture (Varyakhin, 1998), acquaintance with nature and the

universe (Bespalov, 1953) in the formation of social activity, started patriotism, ethics of international dialogue (Babunova, 1996; Bogomolov, 2003).

Despite the emerging interest among scientists and educators and practitioners to the didactic game as a means to familiarize preschool children with one or another nation, we have not found a special study introducing them to the culture of different nations through didactic games.

## Conclusion

The study of the theoretical foundations of familiarizing children of preschool age to ethno-national culture of different nations allowed to define it as a process of formation of children's ideas about the diversity of cultures and their interaction, interest and positive attitude to the cultural differences of peoples' ability to be active in a multicultural environment, the development of intercultural skills.

The effectiveness of introducing them to the ethno-national culture is determined by the success of the formation of a subject position of the child in the unity and the relationship of its components: motivational-value (interest and relevance to ethno-national culture), cognitive (understanding of the ethno-national culture of their own and other peoples), emotional (emotional manifestations in the process of interaction with elements of ethno-national culture of the people), the regulatory-activity (activity initiative in creative activity and the ability to self-willed behavior), so that there is understanding, awareness and appropriation of ethno-national culture.

A criterion-diagnostic apparatus evaluating a subject position at the senior preschool children in the course of development of ethno-national culture, which includes the criteria, indicators and levels of formation of a subject position of the child. The basis for the allocation of levels (object, subjective object, subject-object, and subjective) were the following criteria: the volume and fullness of the knowledge of the ethno-national culture of their own and other peoples, the degree of expression of interest in its content, methods of expression related to ethno-national culture, the nature of the child's behavior in its development. Indicators of subjective manifestations of the child's position became meaningful description of each of its components.

The efficacy of a complex didactic games, including two games in the series, acquainting children with consistently ethno-national culture of Russian, Chuvash, Mordvin, Tatar, Ossetian and Yakut people and a series of games that reinforce systematizing the children's knowledge about the culture of these peoples:

- The content of these games helps the development of ideas about the symbolism and sights of the city and the country, which is home to people about the elements of folk costumes of folk tales, games, music, musical instruments, dances, objects of arts and crafts;
- Through play action games and content form of interest and relevance to them;
- Through the game action contribute to the manifestation of positive emotional attitude towards ethnic and national culture of the peoples of Russia;
- With the help of game rules form the activity, initiative, ability to self-willed behavior;

- Ensure the formation of a subject position in the unity and the relationship of its components.

Article Submissions may be useful in practical terms for teachers of preschool educational institutions of Russia, engaged in the implementation of the federal state educational standards of preschool education; for centers of training and retraining of personnel in the selection and structuring of the content of pre-school education.

The subject of further research may be to study age characteristics of a subject position of children in the process of acculturation of different nations, creating a series of educational games aimed at familiarizing children with disabilities with the culture of different peoples; theoretical and methodological improvement of literacy educators in the development and the integration of didactic games ethno-national content in educational and educational process in the kindergarten.

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### Disclosure statement

No potential conflict of interest was reported by the authors.

### Notes on contributors

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