

## PEDAGOGICAL SUPPORT OF ETHNIC, SOCIAL AND CULTURAL EXPERIENCE FORMATION IN PRIMARY SCHOOL STUDENTS

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Forming a new type personality who is capable of and prepared for living peacefully in various ethnic and cultural, polycultural communities and interacting with various ethnoses and cultures is a crucial problem for the full-fledged functioning of today's society. With regard to this, searching for optimum ways for efficient ethnic and cultural socialization of schoolchildren in a polycultural environment which results in ethnic, social and cultural experience assimilated by personality gains the fundamental importance in pedagogical science. A favorable time span for forming the ethnic, social and cultural experience is the primary school age, as it is at this stage that active acquisition of social rules and standards, realizing one's belonging to an ethnic group, comprehending the unique character of each ethnic culture take place. The objective of the research consists in developing and testing out the technology of pedagogical support for forming the ethnic, social and cultural experience in primary school students. The leading method was pedagogical experiment which allowed determining the methodological reference points, content-related foundations, components structure of the technology of pedagogical support for forming the ethnic, social and cultural experience in primary school students, describing the total of techniques and means for organization of the process that ensure efficient ethnic and cultural socialization, social and cultural adaptation of the primary school students to conditions of living in a polycultural society. The technology presented in the paper is targeted at forming the main components of ethnic, social and cultural experience in primary school students (ethnic, social and cultural ideas, notions, knowledge, the experience of using the work methods in a polycultural environment, the experience of emotional attitudes, and that of creative activity). The materials of the paper may be of use for practical workers of general education organizations and researchers.

**Keywords:** Ethnic and cultural socialization, social and cultural adaptation, cultural experience, polycultural personality, polycultural educational space.

### INTRODUCTION

In today's social and cultural situation, one finds oneself in a field of culture the interaction with which demands from one the ethnic and cultural awareness, capacity for dialogue, tolerance, ethnic and cultural sensitivity. Due to this, the problem of forming the cultural generation is considered to be a crucial one. Keeping and development of cultural dominants of an ethnos seems possible on the basis of introducing the ethnic and cultural values to the rising generation during the polycultural education. Polycultural education promotes forming of national self-consciousness in children, their ethnic and civil identity (Garaeva, 2014; Gromova,

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2014), the culture of international communication, it ensures their linguistic development (Gabdulkhakov, 2014), socialization and social and cultural adaptation to conditions of living in a polycultural society. The study of opportunities the polycultural education offers for forming a Man of culture allows stating that the cultural core of content of the education is fulfilled, and cultural models and standards are recreated in the educational system. Without them, it appears impossible to organize culturally consistent life activity of the rising generation in conditions of a polycultural educational space. It has finally been understood that human life activity methods are evaluated from the standpoint of the formed character of experience of positive cross-cultural communication, a tolerant attitude to representatives of other cultures, willingness to look for cultural meanings, and an active culture creating standpoint. It is this fact that conditions the polycultural character of the educational space (Gorshenina, Neyasova & Serikova, 2013).

A favorable time span in a polycultural personality rising is the primary school age. It is at this time that social rules and standards are acquired actively, the world is learned via communication and interaction, and the unique nature of each ethnic culture is understood. Children develop a need of expanding their sphere of communication and interaction, of social acceptance and self-expression. Children begin to realize their belonging to a national group and to understand the ethnic and cultural as well as shared human values. And the perception of these values results in formation of ethnic, social and cultural experience in primary school students. The structural components of ethnic, social and cultural experience are ethnic, social and cultural ideas, notions, knowledge, the experience of using the work methods in a polycultural environment, the experience of emotional attitudes, and that of creative activity.

The ethnic, social and cultural ideas are a constituent of a personality's system of social ideas which acts as a new formation, a basis for building the child's relationships with the polycultural society in the age span under study. The scientific literature uses the term to denote a transition step from feelings and perception to thinking that takes place in the structure of cognition (Serikova & Shukshina, 2010). The ethnic, social and cultural ideas of primary school students are viewed as a process of rising of a world outlook sphere constituent in the human mind that occurs under the influence of a total of external actions and that leads to a change inside the personality's integral psychological organization by means of the subject's cognitive activity of acquiring and evaluating the information, mastering the roles and behavioral skills in conditions of a polycultural society.

The ethnic, social and cultural knowledge act as a result of the process of learning the reality in a polycultural environment and represent the information accumulated about the peoples' culture, history, traditions, relationships, social statuses and roles, standards, rules of behavior and many more. As they grow up, the youngest schoolchildren develop a higher level of consciousness for the main

ethnic, social and cultural ideas, notions, knowledge; the content-related side of the knowledge about the ethnic and cultural phenomena changes due to a greater quantity of attributes and categories involved in the active vocabulary and due to making the available information more precise. Meanwhile, the new formations do not organize themselves into a uniform system but they remain isolated constituents of ethnic and cultural sphere of personality.

The experience of using the work methods of ethnic, social and cultural activity includes the willingness to follow the set standards and rules in the polycultural environment, a system of general intellectual and practical skills and abilities with the help of which a significant practical result can be achieved during the life activity in the polycultural environment and relevant behavioral models are developed that promote maintaining the atmosphere of concord and mutual trust.

The experience of emotional attitude to an ethnic culture on the whole and to its individual constants contains a total of social needs that condition the emotional perception of certain cultural heritage objects belonging to the personal values system. Formation of this component of the ethnic, social and cultural experience requires emotions, feelings, and strain of will aimed at the activity.

The experience of creative activity implies a formed creative attitude and one's readiness for fulfilling the individual activity-related initiatives. The experience of creative activity is a special content of the ethnic, social and cultural experience which coincides neither with the knowledge nor with skills and abilities learned according to a model. Its specific character consists in its being a total of actions which unlike other components of the ethnic, social and cultural experience cannot be described and cannot be demonstrated as a clearly controlled system of operations. The experience of creative activity of primary school students manifests itself in their ability to perform reflection activity, to solve the simplest ethnic, social and cultural tasks and situations, to adapt to the changing conditions of the polycultural environment, to take a creative approach to fulfilling the assignments. It is also expressed in the ability to reflect the ethnic and cultural traditions in various kinds of creativity and in the capacity for transferring the ethnic, social and cultural knowledge and abilities into a new situation.

Although the scientific research is quite interested in the problem of forming a polycultural personality, the question about ways for forming the ethnic, social and cultural experience in primary school students remains debatable. So it is to pedagogical support that a special role in these conditions belongs.

## **LITERATURE REVIEW**

Pedagogical support implies preparing the children for performing the new for them cultural practices in a conscious way. The practices are distinguished by the situation of choice and cultural self-identification with the subsequent reflection available for the children. Meanwhile, the teacher is in the condition of participant

observation of the children's cultural essays in order to give a pedagogical response to their requests for help or support.

The pedagogical support of the process of forming the ethnic, social and cultural experience in primary school students involves the following:

- 1) creating the psychological and pedagogical conditions ensuring the constructive interaction of the learners both with the people of various age around them and with the polycultural environment;
- 2) practicing the case discussions, role modeling of behavior strategies for the youngest schoolchildren in conditions of a polycultural education environment;
- 3) creating a multivariant excessive array of cultural practices for the primary school students to choose from;
- 4) conducting reflection discussions of the obtained ethnic, social and cultural experience together with the children.

Within the context of this study, pedagogical support should be viewed as the necessity to aid the children in understanding the significance of the ethnic culture, its role in the process of human adaptation to social relationships while setting the reference points for the crosscultural and interethnic communication.

Currently, the problem considered permeates both foreign and Russian research. The scientists study various aspects of polycultural education of learners (Banks, 2014; Nirmala, 2010; Phoon, Abdullah & Abdullah, 2013; Portera, 2008). They view the theoretic and methodological foundations of training the teachers for their professional activity in a polycultural society (Buyanova, 2013; Yakunchev & Gorshenina, 2013; Castellanos et al., 2007; Pope & Mueller, 2011). The optimum pedagogical means and technologies for forming the polycultural / ethnic and cultural competence of schoolchildren are described (Wu, Marek & Chen, 2013), as well as the social experience in conditions of the polycultural environment (Dodge, Pettit & Bates, 1994; James & Zanden, 1990; Joan & Davidov, 2010; Mudrik, 2000). They have also found the prerequisites for the primary school students to master the ethnic, social and cultural ideas, notions, and knowledge (Kalazka, 2013; Klementyeva, 2014; Kostelnik, 2006; Schoonmaker, 2006).

## **RESEARCH METHODS**

For solving the research tasks, the following methods of the research have been used: forecasting, projecting, pedagogical experiment, questioning methods (questionnaire survey, interview), praximetric methods (the analysis of activity products, projective techniques), testing, observation, and the expert evaluation method.

The ethnic, social and cultural experience in primary school students was studied on the basis of general educational organizations of the Republic of

Mordovia within 2014-2016. The experiment involved 358 primary school students aged 7 – 11.

The research was conducted in three stages:

- at the preparation stage of the research (in 2014-2015), the state of the art for the problem studied in the pedagogical theory and practice was analyzed, the program and criteria and diagnostics toolkit of the research were developed, and the initial level of formation of the ethnic, social and cultural experience in the youngest schoolchildren was studied;
- at the main stage (in 2015-2016), the authors developed and introduced the technology of pedagogical support for forming the ethnic, social and cultural experience in primary school students in conditions of the polycultural educational space; they also conducted pilot testing to check the efficiency of the technology;
- at the conclusion stage (in 2016), the results of the study were systemized and generalized, theoretic conclusions were made more precise, and the obtained research results were processed and drawn up.

## **RESULTS AND DISCUSSION**

### **Structural components of the technology of pedagogical support for forming the ethnic, social and cultural experience in primary school students**

The technology of pedagogical support for forming the ethnic, social and cultural experience in small schoolchildren developed by the authors is a total of forms, methods, ways and means that are used in the educational process and that ensure a successful adaptation and integration of the primary school students into a polycultural educational space.

The learner- and activity-centered and culturological approaches underlie the developed technology. They ensure the cultural self-identification of the youngest schoolchildren, expanding their mental capacities, acquisition of skills of crosscultural and interethnic communication, a respectful and tolerant attitude to representatives of various ethnoses and cultures. Pedagogical support of forming the ethnic, social and cultural experience in primary school students is built on the following principles: comprehensiveness, ethnic and cultural character, axiological character, and subjectness.

Comprehensiveness implies joining the efforts of pedagogical workers into a system ensuring the support for forming the ethnic, social and cultural experience in primary school students.

The principle of ethnic and cultural character implies orienting to forming the civic spirit, patriotism, ethnic self-consciousness, tolerance, and capacity for polycultural communication in the rising generation; to developing a set of ethnic-centered mental new formations and abilities, acquisition of the traditional culture

values, gaining the ethnic and cultural knowledge, abilities, skills that ensure the rise of an ethnic and cultural, polycultural personality, a citizen of Russia and that of the world.

The principle of axiological character is aimed at forming the stable world outlook ideas about ethnic and cultural, shared human values that are to become the reference points and behavior adjusters in primary school students.

The subjectness principle is characterized by the fact that schoolchildren while being the subject of the polycultural educational space can structure it to a certain extent thus creating an environment for themselves and up to themselves. The richer and more diverse the structure of the children's subjective position is, the richer and more diverse its connections to various subjects of educational relationships are, the higher the possibility of the children's fulfilling their subjective position is.

Proceeding from the essential characteristics of the notion "ethnic, social and cultural experience", the authors provide grounds for the technology of pedagogical support for forming this experience, including the total of interrelated and interdependent components – target one, content-related one, organization and activity one, diagnosing and result-related one, and the resource component.

*The target component* of the pedagogical support component is represented by a set of objectives and tasks. The objective is to achieve a predictable result expressed in the desired scope of the ethnic, social and cultural experience the acquisition of which is planned for a certain time span. The following tasks can be outlined as the main ones:

- forming the system of elementary ethnic, social and cultural ideas, knowledge, notions about ethnoses, their history and culture, factors and conditions of development of ethnic cultures, interrelations of ethnoses and cultures, and the influence of ethnic culture on the Russian and world culture;
- assisting in solving the tasks of forming the ethnic identity and ethnic self-consciousness in a schoolchild's personality;
- forming the positive emotional attitudes to one's own culture and to that of other peoples;
- preventing the problems in conditions of crosscultural, interethnic and interreligious communication, forming a respectful and tolerant attitude to representatives of various ethnoses;
- mastering the skills and abilities which allow the children to perform conscious, positively colored social actions in a polycultural environment;
- making the ethnic and cultural productive creativity of primary school students more active.

*The content-related component* of the technology implies filling each constituent of the ethnic, social and cultural experience with certain content from various spheres of life activity of the polycultural society. As a result of analyzing the methodological materials, educational standards and theoretical provisions on the content-related aspect of the ethnic, social and cultural experience, the authors have determined the content of each of the components of the category under study. The primary school students have to possess the following ethnic, social and cultural knowledge: about rules of relationships between man and nature, society and oneself in a polycultural environment; to find their bearings in the ethnic, social and cultural notions; to demonstrate interest for the phenomena of social life in a polyethnic environment, to culture, history of the native land and country etc. The content of the primary school students' experience of using the work methods is manifested in their observing the behavior rules in a polycultural environment, in evaluating their own and someone else's behavior, in adhering to standards and customs of their own people etc. The experience of emotional attitudes is expressed in its content-related aspect in an emotionally positive attitude to the ethnic and cultural heritage, respect and tolerance towards people regardless of their race and national identity, in an ability to learn to perceive one's feelings consciously and to express them in a way understandable for others, in an ability to be open-minded to feelings, wishes and thoughts of people of one's own ethnic background and of another one, in understanding that each person is unique, in capacity for distinguishing the positive and the negative in relationships, in showing the attention to other people's condition, and in demonstrating one's interest in life and culture of people of another ethnic background. The experience of creative activity is expressed in an ability of reflection, of solving the elementary problem ethnic, social and cultural tasks and situations, of adapting to the changing conditions of a polyethnic environment, of taking a creative approach to fulfillment of assignments, in an ability to reflect the ethnic and cultural traditions in various kinds of creativity; it also manifests itself in a capacity for transferring the ethnic, social and cultural knowledge and abilities into a new situation.

*The organization and activity component* of the technology is a backbone factor that ensures the orderliness and integrity of the system under study as well as functioning and development of its constituents and links between them. This component ensures the fulfillment of the content-related aspect of the technology of pedagogical support of forming the ethnic, social and cultural experience via a system of active methods and the means, forms and methodological techniques relevant to the latter.

*The diagnosing and results-related component* of the pedagogical support technology encompasses the criteria and performances of the process of acquisition of the ethnic, social and cultural experience, methods and techniques of studying, analyzing and assessing the performance of the process under study. The diagnosing

and results-related component is necessary for finding out the level of formation of the ethnic, social and cultural experience of the primary school students through the ratio of the achieved to the limit of achievable.

Pedagogical support of forming the ethnic, social and cultural experience in primary school students is based on taking into account their own interests and needs as well as the capacity of personal growth. As this age span is especially fragile and pliable spiritually, the children already have freedom but do not completely realize its meaning and scope (Zenkovsky, 1996). It is at this time span that children gain their main traits characterizing the personality: realizing one's responsibility, one's own interests, inclinations, tastes, needs, motives begin to form a sort of system.

#### **Pilot testing of the technology of pedagogical support for forming the ethnic, social and cultural experience in primary school students**

For implementing the technology of pedagogical support for forming the ethnic, social and cultural experience in primary school students, the following stages of experimental work were required:

- the stating stage: diagnosing the level of formation of the ethnic, social and cultural experience of the youngest schoolchildren in order to reveal problems and find conditions for improving the process under study;
- the forming stage: developing and implementing the learning and teaching support for forming the ethnic, social and cultural experience in primary school students, creating the polycultural education environment of the school, fulfilling the conditions for efficiently forming the ethnic, social and cultural experience of the youngest schoolchildren (teachers' being oriented to working on forming the ethnic and cultural ideas in schoolchildren, adding more ethnic content to the education of the youngest schoolchildren, matching the content of the work with the age-related particularities of the primary school students, using the interactive forms and methods of communication for the subjects of educational relations, involving the schoolchildren into the productive creative activity in acquisition of ethnic cultural values and the shared human ones);
- the control stage: checking by experiment the efficiency of the pilot tested technology of pedagogical support for forming the ethnic, social and cultural experience in primary school students.

#### **The stating stage**

At the stating stage of the experimental study, the levels of formation of the ethnic, social and cultural experience in the youngest schoolchildren were diagnosed according to the determined components: the ethnic, social and cultural ideas,



notions and knowledge, the experience of mastering the work methods of ethnic, social and cultural activity, the experience of emotional attitudes to representatives of various ethnoses and cultures, the experience of creative activity being built up on the elementary structure of the accumulated ethnic, social and cultural experience. Each of the identified components of the ethnic, social and cultural experience was studied in detail according to the following criteria: information and cognitive one, world outlook one, emotional and estimation criterion, and operational one. The information and cognitive criterion of the ethnic, social and cultural experience is expressed in the existence of a system of ideas, notions and knowledge in the sphere of ethnic culture of one's own and other ethnoses, of interest in ethnic and cultural problems, in ones of crosscultural and interethnic communication. The world outlook criterion is associated with one's having personal qualities, a system of goals, feelings, beliefs determining the standpoint of an active carrier of the ethnic and cultural, shared human values, the independence of judgments and evaluation of ethnic and cultural problems in line with moral standards and the national view of life. The estimation and emotional criterion involves the emotional and sense-related perception of ways of being identified with one's ethnos, the level of formation of ethnic self-consciousness, a positive attitude to ethnic and cultural diversity and ethnophors, a respectful and tolerant attitude to ethnic and cultural distinctions. Finally, the operational criterion determines the orientation of actions to ethnic and cultural, shared human standards and values, demonstration of a respectful and tolerant attitude towards representatives of other ethnoses and cultures. Such an approach resulted in breaking down the respondents into groups according to the levels of formation of their ethnic, social and cultural experience (the high, medium and low ones).

TABLE 1: RESULTS OF DIAGNOSING THE LEVELS OF FORMATION OF THE ETHNIC, SOCIAL AND CULTURAL EXPERIENCE IN PRIMARY SCHOOL STUDENTS, %

| <i>Criteria Levels</i> | <i>Information and cognitive</i> | <i>World outlook</i> | <i>Emotional and evaluation</i> | <i>Operational</i> |
|------------------------|----------------------------------|----------------------|---------------------------------|--------------------|
| Low                    | 43,8                             | 36,1                 | 16,3                            | 18,6               |
| Medium                 | 43,7                             | 59,2                 | 63,4                            | 64,5               |
| High                   | 12,5                             | 4,7                  | 20,3                            | 16,9               |

*Source:* the authors.

Diagnosing has shown an insufficient level of formation of the ethnic, social and cultural experience in primary school students. This is manifested in the primary school students demonstrating a poor knowledge of the main ethnic and cultural notions, a low level of ethnic identity, an insufficiently positive attitude to the ethnic culture, to representatives of other ethnoses and cultures (see Table 1). In a greater part of the youngest schoolchildren, the abilities to lay out the crosscultural and interethnic communication, to use the ethnic, social and cultural knowledge in

a new situation of interethnic communication, cooperation and interaction are not formed.

### **The forming stage**

At the forming stage of the experiment, the technology of pedagogical support for forming the ethnic, social and cultural experience in primary school students was implemented based on the strategies of development and forming (Kalinina, 2004). As for this research, the developing strategy has allowed creating conditions that stimulated forming of ethnic identity and ethnic self-consciousness in schoolchildren thus ensuring a successful socialization in conditions of a polycultural educational space. Proceeding from this standpoint, direct and mediated support could be singled out. A characteristic feature of the direct support was addressing a certain person during the teacher's interacting with schoolchildren. Mediated support was performed by the teacher using various elements of culture, and for this kind of support, addressing the entire group of children as a whole was characteristic. In this case, it ensured provoking the children to look for the solution of a problem independently.

The forming strategy has enabled the authors to select and structure the content, to develop the learning and teaching support (study aids, extracurricular activity programs, methodological guidelines, diagnosing toolkit) for forming the ethnic, social and cultural ideas, notions, knowledge, the experience of using the work methods, the emotional attitudes experience, and that of creative activity in primary school students in conditions of a general educational organization, with the age-related particularities borne in mind. Within implementation of the strategy, the content of education was rendered more ethnic, which was aimed at forming the ethnic and cultural ideas and notions in the youngest schoolchildren about the diversity of peoples and their cultures, symbols of the world order, subjectified system of images-values, elements of folk culture (oral poetic works, folk crafts and industrial arts). It also involved forming the experience of using the work methods of ethnic, social and cultural activity (an ability to use the ethnic, social and cultural knowledge in the process of interpersonal communication, an aspiration to take a positive part in the ethnic, social and cultural attitudes, an ability to analyze the actions, ethnic, social and cultural standpoints and roles, to take an active stand against other people's violating the standards, and participation in the ethnically, socially and culturally important activity), the experience of emotional and value-related attitudes to the reality which expresses the consolidated emotional assessments of ethnic and cultural activity and emotional attitudes to its various ethnic, ethnic and cultural objects. As well, it included the experience of creative activity (the aspiration to self-fulfillment is expressed via a positive attitude to the ethnic, social and cultural heritage, demonstration the adherence to one's beliefs in various situations in a polycultural environment, and a need of certain ethnic, social and cultural transforming activity).

The organizational and methodological toolkit of pedagogical support for forming the ethnic, social and cultural experience in primary school students was enriched by using various forms, methods and technologies (ethnic-oriented, ethnic and cultural ones) that allowed organizing the interactive communication of teachers and schoolchildren thus creating conditions for recreating and learning the ethnic and cultural notions and stereotypes, for acquisition of ethnic, social and cultural experience (Nasibullov, Neyasova & Adilova, 2016).

**Comparative analysis of the experimental study results**

In order to determine efficiency of the pedagogical support technology, a comparative analysis of the formation levels of the ethnic, social and cultural experience in primary school students was conducted before and after the experimental work.

TABLE 2: RESULTS OF DIAGNOSING THE LEVELS OF FORMATION OF THE ETHNIC, SOCIAL AND CULTURAL EXPERIENCE IN PRIMARY SCHOOL STUDENTS, %.

| Levels | Criteria                      |                       |                         |                       |                          |                       |                         |                       |
|--------|-------------------------------|-----------------------|-------------------------|-----------------------|--------------------------|-----------------------|-------------------------|-----------------------|
|        | Information and cognitive one |                       | World outlook           |                       | Emotional and evaluation |                       | Operational             |                       |
|        | start of the experiment       | end of the experiment | start of the experiment | end of the experiment | start of the experiment  | end of the experiment | start of the experiment | end of the experiment |
| Low    | 43,8                          | 14,9                  | 36,1                    | 19,2                  | 16,3                     | 4,7                   | 18,6                    | 9,4                   |
| Medium | 43,7                          | 57,8                  | 59,2                    | 63,4                  | 63,4                     | 59,2                  | 64,5                    | 61,1                  |
| High   | 12,5                          | 27,3                  | 4,7                     | 17,4                  | 20,3                     | 36,1                  | 16,9                    | 29,5                  |

Source: the authors.

The analysis of the research data has shown the primary school students' formation level of the ethnic, social and cultural experience going up according to all criteria. The authors used Pearson's test (chi square) for checking the validity of the results obtained. As  $\chi^2_{emp} = 8,74 > \chi^2_{0,05} = 7,81$ , then the validity of distinctions of the results obtained before and after the experimental study amounts to 95% (see Table 2). Therefore, the revealed dependence has allowed the authors to identify a higher level of formation of the ethnic, social and cultural experience in primary school students, which confirms the efficiency of the technology developed.

**CONCLUSION AND RECOMMENDATIONS**

As a result of the empirical study, the particularities of formation of ethnic, social and cultural experience at the primary school age have been revealed. With the youngest schoolchildren, the attitude to ethnic culture is manifested first of all in the cognitive sphere. Their ability to establish cause-and-effect relations between

the components and phenomena of ethnic culture has been found. Ethnic, social and cultural ideas of primary school students are isolated from practical activity and real actions. Ethnic, social and cultural ideas become the basis for formation of ethnic and cultural notions viewed as reproduction of objects and phenomena of national culture in their generalized characteristics – words. The total of ethnic, social and cultural ideas and notions ensure forming of ethnic, social and cultural knowledge. The ethnic, social and cultural knowledge as well as beliefs developed on the basis of the former allow the primary school students to demonstrate a positive, emotional and value-related, respectful and tolerant attitude to representatives of various ethnoses and to their cultures during the crosscultural communication. In children of the primary school age, significant change in the experience of emotional attitudes takes place: the scope of social and cultural contacts is widened, the qualitative characteristics of the contacts are altered, the emotional response to an action turns into conscious evaluation and a stable emotional attitude, and a model reaction goes on to the class of one's own emotionally colored behavioral reactions. Meanwhile, it appears impossible to achieve a high level of emotional attitudes experience at this age stage. In the primary school age, there is no genuine social and moral self-adjustment for using the work methods of ethnic, social and cultural activity and behavior in a polycultural environment. It is built with reference to adults as carriers of standards. The psychological mechanisms of self-adjustment are situational – a child does not act as a subject of social and moral action in conditions of a polycultural society. The primary school students enrich their creative capacity while having yet underformed skills of independent creative activity. Due to this, their aspiration to creativity does not always find a comprehensive fulfillment.

It has been determined that the technology of pedagogical support developed by the authors allows forming the ethnic, social and cultural experience in the youngest schoolchildren on the basis of stage-by-stage socialization in conditions of a polycultural educational space both at the monocultural (acquisition of one's native ethnic culture and ways of thinking inherent in it), crosscultural (understanding of ethnic cultures of peoples in a certain region), and intercultural (a capacity for crosscultural interaction and dialogue) levels.

The materials of the paper may be of practical use for pedagogical workers of general education organizations in their performing the project, organizational, diagnostic activity while working on forming the ethnic, social and cultural experience in primary school students, as well as in training of teachers for their professional activity in conditions of a polycultural society.

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