

Research Project "Subject Developing Environment of Preschool Education" for Russian Preschool Bilinguals (By the Example of Textile Educational Materials)

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The problem's relevance stated in the article is determined by the following: forming preschool bilinguals' subject developing environment is connected with their active education and development, as well as with flexible preparation for studying at school. The purpose of this article is to develop methodology of textile developing materials' use in training kindergarten teachers of preschool educational institutions to practice oriented activities. The leading method of this problem study is a method of simulation which allows generating and putting into practice a model-transformer, giving an opportunity to intensify the process of children- bilinguals' education and development in a multicultural environment. The structure of the presented model of preschool bilinguals' subject developing environment with textile developing materials use in the practice of a kindergarten teacher in the context of implementation GEF PE requirements includes polyfunctionality, ethnic component and polyvalent space. The model is directed to textile developing materials ' use in the kindergarten teacher's activity with children bilinguals. Presented research project "Subject developing environment of preschool education" for children bilinguals may be used as a basis of improvement pedagogical activity with preschool children and in training bachelors of professional education

Keywords: polyfunctionality, preschool children, a textile educational book, children's activities, a kindergarten teacher, a level of training, preschool educational institution.

INTRODUCTION

Relevance of research

Today preschool institutions of the Russian Federation have launched a new

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system - the Federal state educational standard (FSES) of preschool education. In this case educational process is aimed at carrying out three interrelated tasks of the educational process: educational, pedagogical and developmental.

According to the Article 13 of the Federal law of the Russian Federation "About education" (2012) different educational technologies, which are much broader than the technique itself, can be used in the process of educational programs implementation.

Since some of them are compiled and they «rise" out of theory, others on the contrary are the result of practical research, and third is obtained at the intersection of theory and practice. In any case, in a preschool educational institution applied technologies of training should be aimed at reducing «energy consumption" on the part of a kindergarten teacher, at development of motivation and aspiration to self-development, self-knowledge with consideration of psycho physiological conditions of fosterlings' development.

A. N. Huziahmetov and A. V. Kalaev (1998) determine children's game, education and employment, which are characterized by the presence of certain goals, motives, and even structure, the main types of human activity. In this case each activity's role changes with age: in a certain given period one of them is the master, causing development of a bilingual child. That's why any teacher in his activity must take into account the multicultural educational space of children's development.

We are interested in preschool age which refers to the period from 3 to 6-7. The leading activity of this period is a role-playing game which creates such definitions as "human world", "human activity» and lays the foundation for education and employment (Warner, 2014)

According to A. A. Grashin: "Developing subject spatial environment in children's educational institutions and children's areas (rooms) in household becomes an object of specialists' focused attention in different fields" (2008). Indeed, society's well-being and its development depend on generation, brought up by the society itself, and on the level of formed "quintet" of competences. Therefore, at the initial stage of child 's development and his personality's formation there is urgent necessity in flexible starting points of preschool educational environment which allows immersing a child into ethno linguistic culture through children's game fitting his existing competencies, widening and deepening them, identifying gaps (deficiencies) and removing them. As we see, a child, regardless to his development's period (nursery, early, junior, middle school) does not live in his closed subject developing environment, just on the contrary he "grows" and "outgrows" out of it. It develops together with the child, constantly changing and adapting to modern requirements of the world community.

Today considerable experience is accumulated in theory and practice of child's educational environment organization. It can be the basis for designing subject-developing environment of preschool bilinguals. Moreover it is considered to be one of the most important and urgent problems of modern society regardless of geographical location, culture and religion. According to O. A. Kozhina. innovations in education "... is one of the ways of modern civilization's global crisis overcoming and one of the ways of creating necessary conditions for survival and further mankind's safe development, and so is the way to the future" (2003).

METHODOLOGICAL FRAMEWORK

Research problems

Currently changed material, spiritual and cultural living standards, as well as development of information and communication technologies have led to a more accelerated children's development. In this regard, the issue of kindergarten

teachers' training compliance to the requirements of preschool educational institutions in conditions of transition to the GEF is of particular relevance, requiring introduction of intensive technologies into educational process.

The XXI-st century challenges for Russia and Europe are the same: the more we grow in the space and communication networks (Freeman, 1992), the more we find common ground. Thus, it is obvious that the world has entered an era of global change. These are the most common positions:

1) globalization of space both public and educational, informational, etc. (Kudryavtseva & Salimova, 2015). Globalization implies the process of common space (system) formation which leads to globalization of educational space, stimulating their development;

2) mobility: it is reflected in external and internal multifunctionality and suggests multicultural development; multiculturalism does not mean that we reject ethnoambient (a child equally owns and appreciates ethno components of educational content) (Kudryavtseva, Bubekova & Timofeeva, 2015). In this case, you need to intensify your ethno component without abandoning others;

3) expansion of information, which is multichannel (media) and multilingual, (Kudryavtseva et al., 2015). A child must be taught to analyze and synthesize this multichannel information (interpretation); he must understand information can be real or false;

4) creation of consortiums (Martínková et al., 2015). A representative of one culture cannot objectively immerse a child into a multicultural community. It is necessary to create consortiums with different cores of competences, i.e. with education networks. All five competencies: self-competence, social competence, linguistic competence and media competences must be reached in this consortium. This set is a part of intercultural competence.

Intensification of educational process in preschool educational institution is primarily saturated, condensed, actively creative inclusion of students and teachers into rationally organized joint activity, aimed at training a highly qualified professional.

Research methods

The training of a teacher-educator is a continuous process that involves the unity of pre-University, University and post-University training. Most scientists and educators are of the opinion that teacher's education quality requires 9-10 years: preparatory phase – 2 years, undergraduate – 4-5 years, graduate – 1-3 years.

At the first theoretical level kindergarten teachers need to form a view about psychological and pedagogical requirements to children's games and toys in modern conditions (1995), which are of two levels.

Requirements of the first level are designed to protect a child from negative influences that render him certain types of toys. The mechanism of toys' quality regulation by means of these requirements is based on the principle of "do no harm" (to provoke and cause the appearance of cruelty).

Requirements of the second level are desirable and are as follows:

1) toy's polyfunctionality. A toy can be flexibly used in accordance with a child's concept and a storyline in different functions. Thus, a toy promotes development of creativity, imagination, symbolic function of thinking and etc;

2) the possibility of using toys in joint activities. A toy should be usable simultaneously by a group of children (including an adult's participation as a playing partner) and to initiate joint activities (collective buildings, cooperative games, etc.);

3) didactic toy's properties. Such kinds of toys contain methods of learning design, familiarity with color and shape; they contain mechanisms of programmed control, such as electric and electronic games and toys;

4) toy's belonging to the Handicrafts. These toys are a means of child's artistic and aesthetic development. They introduce a child to the art world and introduce him to folk art.

Toys meet requirements of the second level, subject to the availability of appropriate accompanying instructions or guidelines, containing age targeting and methods or their application

Conclusion according to the results of psychological and pedagogical examination of toys must contain an indication that the toy contains requirements of the second level. This position of the conclusion is the basis for creation special favorable conditions in production and trade.

Special attention in the kindergarten teacher's training is given to the technological level of learning, which provides formation of educational and professional skills, accumulation of initial experience in solving typical problems of professional activities in various areas: educational, socio pedagogical, cultural and educational, scientific methodical and managerial. As new educational technology for teachers we offer textile educational materials.

Investigation phases

The history of textile toys goes back to centuries ago, but as in ancient times it continues to be relevant and popular. A Rag toy (doll) was the most common. It was simple in execution and represented people's life.

In the modern changing world childhood's nature remains previous. Children still play, develop and learn the world through the game. A toy is widely used in kindergarten teacher's educational activity. Types, nature, content and design of a textile toy are determined by specific educational tasks. Children's age, their development level and interests are taken into account in this process.

Toy's content and forms are in direct connection with society's social arrangement and its culture level. In the Russian Empire toys were random in nature. In the period of Soviet Russia factories and enterprises of industrial cooperatives, which worked at the production of children's toys began to appear (1938). There were presented such types of toys as lathe-wood, joinery-wooden, carved art toys, metal, soft, mixed, porcelain, celluloid and separately music and rubber toys.

Over time practice of using textile toys began to expand due to the initiative of kindergarten teachers and parents, performing materials with children.

According to the authors, textile educational materials are didactic subject educational materials for preschool education. In fact it presents a puzzle, or a takedown book made of textile. The content of any book is determined by its subject (fabulously epic, contemporary reality, flora and fauna). The book's graphic design meets requirements of the "law of beauty": harmony, measure, symmetry, composition, proportion and rhythm. However, it should be multifunctional. That's why we do all the sheets in the book removable, parts - "moving" by using Velcro, buttons, zip fasteners and other kinds of fasteners.

The presence of thematic subject and educational materials for preschool children is a complex of subject developing environment, which should be the basis for improvement of kindergarten teachers' subject training. Therefore, it is important at the technological level to elaborate methods and techniques of manufacturing textile educational materials for preschool bilinguals, to develop a methodology of work under the teacher's guidance.

On the practical level of kindergarten teachers' training model they get ability to develop a content, a structure, to determine an amount, to make the author's textile educational materials for preschool children and to introduce technology and methods of working with it independently.

In our solution one of the "tools" acting in favor of introduction intensive technologies into teaching preschoolers-bilinguals is a textile educational book that allows for a short period of time to obtain as much information as possible about the studied object, subject or phenomenon without any language barrier. Compared to a classic traditional book in printed or electronic media our didactic subject developing material is able to implement and support development of sensory inputs, tactile small and large sensations, motor skills, visual signs of the environment. The systematic use of a textile developing book forms in preschool bilinguals a sense of world perception, actively contributes to the development of their speech. A textile book is an intensive technology, which acquires its form and implements polyvalence. It is polymobile, polyfunctional. Polyvalent space that meets educational needs and the child's development is an available environment for him.

The developers of the book suggest its structure is focused on an individual user, that's why a variety of books are produced and offered. Besides that it is not difficult to complete and to edit the content by the child or the kindergarten teacher themselves, because all sheets are multifunctional (structurally mobile), that is of great valiance in practice oriented pedagogy nowadays. Let's consider as an example the book "Would you like to play?". Stories of the pages are appliques out of felt with a variety of accessories (Velcro, buttons, buckles, zip fasteners), which can be removed, replaced, rearranged from one page to another and even can be transformed.

While using an educational textile book a kindergarten teacher pre-sets out the objective of using the model by the following two circuits: "Diagnostics-training-development" or "Training-development-diagnostics". The choice of scheme is determined by the purpose with guidance and instructions of interaction between a kindergarten teacher and a child in accordance with the requirements of regulatory support of preschool education. Apart from this a friendly atmosphere of mutual sympathy, trust and understanding must be set. A textile book as a means of a preschool bilingual subject developing environment intensification hasn't restrictions in the level of child's development and it is able to accompany him throughout the entire period of his study in a preschool educational institution because educational space responds to the challenges of any time.

Younger preschool age, according to G. N. Godina, " is of no less importance for the child's all-round development than a period of early childhood: a child gets new opportunities in mastering communication skills, learning primary information about the world and in play activities " (1987). Every year in a preschool educational institution is a transitional stage in the child's development. Therefore, we recommend textile puzzles application allowing learning more complex rules as an intensive technology of children's development. At the age of 2-3 years it is a soft textile duckling, at 3-5 it is a textile educational book, and at last a calendar-portfolio - for children of 6-7. Technology of these textile educational materials is one and the same, only design differs. Just in this functionality of a bilingual' mobile space is raised.

As you see, we're not dealing with a textbook, but with educational environment formed by this textbook, i.e. a mobile textbook creates potential for further reflections. The possibilities are endless. All depends on kindergarten teacher's initiatives and children's interests and needs. Only in this case our example functions as TECHNOLOGY. It functions for children because emotions are primary, as for information it is secondary (as children are right hemisphere).

The textbook is presented in the form of an educational book, destined to children of 3 to 6, why? A printed educational book is not a toy, but a means of information. A textile educational book allows breaking any stereotype. It's a toy and a carrier of sensory information simultaneously. For example, for a child at the age

of 3 it may be a book-chest with dominated large parts or a large size. It is aimed at training such skills which are peculiar to the age: movement and viewing objects. The book changes itself with a child. Technology makes it possible to adapt to the transition to a new stage of development. Two zones are being formed: a zone of proximal development and a zone of further development. This principle implemented in the textbook is as follows: each subsequent book is similar to the previous one to 20 percent, 20 percent goes to the area of further development with the aim of getting knowledge of such things as size, shape, color, texture objects of the environment.

RESULTS

Maintenance of model

Textile educational materials for preschool bilinguals in the multicultural environment offered by us are some kind of cooperation mechanism between adults and children, children's interaction with their peers.

Preschool subject developing environment is a didactic condition and a means of forming the child's environment, allowing giving an object desired content and forms of children's activities. This environment is polyfunctional and mobile at the same time (a new feature is being revealed for each new age and new task). Moreover it is ethno-cultural, but not in the narrow meaning of the word, and gives opportunity to build bridges through cultural diversity. "An ethno-cultural capsule" is not closed; it is adaptive to other cultures. It is polyvalent, i.e. it has ability to attach to any culture and develop independently (Bendix, Eggert, & Peselmann, 2012). There is no monoaged environment. Mono does not exist. There is poly- or multy environment.

Recently, changes observed in the Russian education, require use of intensive technologies in the training of highly qualified and creative working personnel, capable of working with new technologies (Latipova & Latipov, 2013). Obviously, the process of preparing to manufacturing labor and technology should start on the first stage of educational system, i.e. a kindergarten.

DISCUSSION

In the basis of University subject training of a kindergarten teacher in Elabuga Institute of Kazan Federal University is interdisciplinary synthesis of disciplines (theory and methods of teaching preschool pedagogy and psychology, decorative arts in preschool education, educational material resources) which includes three levels:

- 1) theoretical - it is a level of concepts, categories, patterns and laws;
- 2) technological – it is a level of technology selection, focused on a set of learning objectives or on one priority objective, development of learning technology;
- 3) practical - it is a level of solving problems independently or with the help of teachers (2015).

CONCLUSION

A kindergarten teacher might use these materials at the lessons; organize activities in pairs or small groups. It is possible to suggest creative parents to elaborate their own variants of textile educational materials with members of families. Thus, in the process of manufacturing a thematic book "Dollhouse for a girl» the author may reflect daily life, accustoming children to the daily routine: to wake up, to wash, to dress, to go for a walk and etc. Thanks to these book children

get used to the concept of "routine", to the necessity of performance male and female responsibilities at home from an early age.

RECOMMENDATIONS

While using the author's component of the educational process a kindergarten teacher greatly intensifies the educational process of preschool education:

1) firstly - full detailed information about the studied object, process or sphere of human activity;

2) secondly - there is no need for the author to think abstractly, trying to imagine some process or the object under study at this stage;

3) thirdly - it is possible not only to obtain information (identification of shape, color, size, etc.), but also to see it visually, to feel in the didactic material of the object under study;

4) fourthly - they not only get experience of organizing activities with a textile educational book, but also get opportunity to perform alone or jointly in a group, and subsequently with their wards' parents;

5) fifthly - they have experience of pedagogical activity in the laboratory of preschool education subject developing environment, organized in Elabuga Institute of Kazan Federal University.

We consider appropriate the use of textile educational materials in a wide range in the professional series of theory and methodology of preschool education and in class instructions for kindergarten teachers, because we teach not only to work but to design, create and develop a working procedure model.

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