

Studying The Traditions Of The Peoples Of The Volga Region In A Polylingual Educational Environment Based On Digital Technologies

By

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Abstract

Modern education is geared towards the active introduction of traditions and national and cultural experience into the pedagogical system, introducing students to the true values of folk art, learning their native language, fostering interest and respect for a truly national culture. At the same time, much attention is paid to the study of traditional regional heritage, since today the educational space cannot function without relying on multilingual and multicultural values and traditions of different regions.

One of the priority areas in the modern educational process in a polylingual environment is the introduction of digital technologies, that significantly expand the possibilities of the educational process, which is an integral part of distance learning. A significant factor in the use of information resources is accessibility, independence from the time and location of the student.

The article examines the experience of the Institute of Philology and Intercultural Communication of the Kazan Federal University in introducing digital technologies to the study of the traditions of the peoples of the Volga region in a polylingual educational environment. Mastering regional traditions – verbal and musical-poetic folklore-is one of the most important components of professional training of future teachers in higher education institutions. This fact is due to the fact that the formation of a tolerant personality is impossible without the inclusion of ethno-cultural traditions and pedagogical experience of different peoples in the educational process. In the conditions of a multicultural educational space, an

opportunity is created for a person to master the language, culture, and traditions of both their own and other peoples, and conditions are created for the formation of an attitude towards constructive intercultural interaction, which contributes to successful interethnic cooperation in a polylingual environment.

Keywords: polylingual education, ethnic culture, folklore, folk art, online course.

Introduction

Polylingual education gives an opportunity to explore and understand the diversity of the peoples of the world, their linguistic peculiarities and differences, promotes the formation of personality, ready for life in a polylingual and multinational environment, but at the same time preserving its socio-cultural identity, language, traditions, striving for respect and understanding of other cultures, able to live in peace and harmony with people of other cultural and ethnic groups [1]. Therefore, in the conditions of a polylingual educational space, it is possible to solve one of the pedagogical tasks of our time – the formation of a tolerant culture of young students.

The problem of training tolerance in a polylingual environment is revealed in numerous studies. Among them, it is necessary to mention the works, devoted to the formation of tolerant personality qualities by means of ethno-musical culture, including oral and written folk art. At the same time, scientists recognize that through the knowledge of a different musical ethno-culture, singing in a different language, a person becomes more tolerant towards representatives of other nationalities. For example, D. K. Kirnarskaya, the psychologist, believes that a person who is engaged in music lives among sound worlds saturated with different meanings, perceiving their diversity as the norm, so the "one's own-another's" attitude is less dramatic and less fraught with conflicts for him than for other people [2]. V. V. Medushevsky, the scientist, notes that the algorithm of tolerance in the process of perception of music of different peoples is fixed, first of all, in the desire to learn the musical culture of a particular ethnic group, in the ability to understand its musical language, penetrating into the essence of the deep archetypes of a certain ethnocultural tradition, and, as a result, to accept this culture [3].

The spiritual heritage of the peoples of Volga region goes back centuries, being an integral component of global culture. The region was home to many centuries of peaceful coexistence of ethnic groups, including Turkic-speaking peoples, representatives of the Slavic and Finno-Ugric language families. The peoples of the Volga region were constantly in close cooperation, while developing their own unique linguistic, ethnocultural, religious, urban and rural traditions.

The analysis of the works of such researchers of traditional cultures of the Volga region as A. L. Maklygin [4], V. I. Yakovlev [5], etc., allows to talk about the possibility of using the pedagogical potential of local ethnic groups in the development of interethnic spiritual ties, expanding competence in issues of intercultural interaction.

An important component in the process of mastering a set of professional knowledge, learning a native and foreign language, and forming competencies today, along with traditional forms, is the use of distance learning.

Today, with the help of personal digital devices in the educational process, work in the classroom and online learning are combined, creating comfortable conditions for students to improve their artistic and creative abilities. So, to improve the professional skills of music teachers in the process of professional retraining, S. V. Karkina developed a model of musical and pedagogical content of knowledge using digital technologies [6].

As G. V. Sadykova points out, digital online learning is based on remote interaction between a teacher and a student [7]. Training in digital format can take place either at a specific time, or in online courses that contain theoretical materials, tasks for independent work, test papers, and tests to test knowledges. The use of digital technologies gives students the opportunity to receive, transfer and systematize knowledge, students have remote access to information from electronic libraries and reference resources.

Methods

The following methods were used in the study: theoretical analysis and synthesis of philosophical, pedagogical, historical, scientific and methodological, musical and pedagogical literature; study of educational and program documentation; pedagogical analysis of ethnic traditions on the example of the peoples of the Volga region.

Results And Discussion

The Volga region is a unique multiethnic and multilingual region of Russia, for thousands of years representatives of Finno-Ugric, Turkic and Slavic peoples and language groups have created special type of multicultural that has both common features and individual characteristics.

Folk traditions of the Volga region, embodied in oral and written folklore, ritual and festive actions, songs, have long been the object of attention of foreign and Russian linguists, ethnographers, folklorists, and teachers.

Information about the peoples of the Volga region is available in ancient and medieval historical chronicles that have come down to our days.

The first experiments of scientific research of the peoples of Russia are connected with the establishment of the St. Petersburg Academy of Sciences in 1724. In the course of scientific expeditions, information was collected on linguistics, archeology, history, and ethnography of various peoples of Russia. Information on the materials of academic expeditions is collected by I. G. Georgi in the ethnographic work "Description of all the peoples living in the Russian state" [8].

Imperial Kazan University (now Kazan Federal University) becomes the leading scientific center for the study of the history, culture, everyday life and traditions of the peoples of Russia founded in 1804. Scientists of the University have always shown interest in studying the life of the Volga region population, pointing out the special need to collect and study folk folklore, songs, tales, notes, stories, books, inscriptions of surrounding peoples.

The systematic study of the peoples of Russia began with the establishment of the Russian Geographical Society in 1845, the Society of Lovers of Natural Science, Anthropology and Ethnography in 1867, and others.

In 1878, the "Society of Archeology, History and Ethnography" was established at the Imperial Kazan University, which became a significant event for the scientific approach to the study of the traditions of the peoples of the Volga region.

To preserve unique knowledge about languages and cultures of different peoples, it is necessary to transmit spiritual and value orientations through the education system. The importance of introducing into the educational process knowledge about the diversity of universal traditions, regional cultural achievements, which contain a huge pedagogical potential for the formation of personality, is indicated in works by G. N. Volkov, L. P. Kolesnikov. Karpushina et al.

The authors of this article have been working for a number of years to study and introduce the traditions of the peoples of the Volga region into the educational process in a polylingual educational environment. In the context of intercultural and linguistic dialogue, a pedagogical analysis of folklore genres is carried out: samples of oral, verbal, song and musical folklore, folk festivals. The conducted work actualizes the possibilities of using the educational and enlightening potential of the region's ethnic groups in developing interethnic spiritual ties, fostering tolerance, and expanding their competence in intercultural interaction.

Modern education reflects the implementation of a competency-based approach, according to the provisions of which future teachers in the learning process form a respectful and careful attitude to the history, languages and cultural traditions of different peoples, develop readiness for a tolerant perception of social, cultural and dialect differences. An important aspect is the ability to use the opportunities of the regional cultural and educational environment for organizing cultural and educational activities. I.E Yarmakeev and others point to the potential of pedagogical disciplines in the formation of ethnocultural competences of students. [9]

In this connection, in order to introduce ethnocultural traditions into the educational process of future teachers, language teachers, and music teachers who are preparing to carry out their professional activities in institutions of general and additional education in a polylingual educational environment, it is necessary to create special pedagogical conditions.

Thus, E. A. Dyganova, the researcher, points out that pedagogical conditions are an effective means of developing the methodological competence of a future music teacher in a practice-oriented university environment in accordance with federal state requirements for the level of education of such a specialist [10].

The article of S.V. Karkina discusses the possibilities of introducing a subject-oriented approach in the practice of professional education of the future music teacher. Special attention is paid to the forms and methods used in this field, as well as to the contemporary cultural environment, which allows the free self-fulfillments of the individual in accordance with his or her specific needs. [11]

The analysis of pedagogical research, methodological literature, and our own experience suggested that the process of mastering the traditions of the peoples of the Volga region on the example of future teachers-musicians at Kazan Federal University in a multilingual educational environment will be more fruitful if the following pedagogical conditions are created:

Strengthening the ethno-pedagogical orientation of the future teacher's professional training by deepening the content of academic disciplines that reveal the linguistic and song traditions of the Volga region peoples;

Development of didactic support for academic disciplines based on digital educational resources.

The first pedagogical condition is implemented on the basis of the following disciplines: "Music of the peoples of the Volga region", "Musical folklore", "History of Tatar Music", "Tatar Musical Ethnography", etc.

The development of these disciplines, providing knowledge of the language and intercultural Parallels of the peoples of the Volga region, their way of life, phonetic, lexical and dialect features of the verbal, written and oral folk art of the Tatars, Chuvash, Mordva, Mari, Udmurts allow to develop the ability to artistically perception and use of the achievements of the multinational culture of the Volga region in their future professional activity in polylingual educational environment.

The fulfillment of some pedagogical conditions, namely, the didactic support of the above-mentioned academic disciplines, is carried out using MOODLE online courses. Modern research shows the impact of online courses on the successful learning of students in a distance format [12]

Online courses contain video clips of lectures, which are accompanied by presentations, slides, audio recordings, and practical tasks containing words, lyrics, and notes of songs that students can download to their digital devices. Information support of the courses is accompanied by lists of basic and additional literature, links and electronic resources. The control block includes questions and tests that are used to check the assimilation of knowledge.

Summary

Preservation of linguistic and cultural diversity; support of equal rights to education, education in the spirit of national spiritual values are the main tenets of multicultural education.

Cultural values, language, oral and written folk art, traditions of different regions are an integral part of modern educational spaces, the functioning of which in a polylingual environment is determined by the development of culture in the context of intercultural dialogue.

As the study showed, the process of studying the traditions of the peoples of the Volga region on the basis of digital technologies enriches the educational material, allowing through the use of multimedia equipment and computer programs to better understand the linguistic and cultural characteristics of indigenous ethnic groups.

Conclusions

The modern world is characterized by increasing trends of multiculturalism, which is due to the expansion of intercultural relations between different peoples. In this situation, there is a problem of creating an educational environment based on an ethno-cultural approach, which involves relying on multicultural values that include achievements and traditions of different regions.

Digital technologies contribute to the development of skills in analyzing and interpreting cultural forms and practices specific to traditional culture, which will allow students to use systematic knowledge in their future professional activities in educational institutions of general and additional music education.

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