

Cognitive Model of Pre-School Children Ethnic Self-Awareness Development in the Context of Information Society

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Abstract

The emergence of ethnic self-awareness in pre-school children and tendencies of its development in an information society are depicted by means of building a frame-based cognitive model. In accordance with socio-cognitive approach, the cognitive model is characterized by a system of frames, reflecting the mechanics of knowledge integrity about the educational process being analyzed. In accordance with cyberlinguistic approach to pre-school children's ethnic self-awareness development in information society, a linguistic system of frames is used. And drawing on the comparative historical method and the method of semantic parallels, there has been defined the concept of «pre-school children's ethnic self-awareness».

Keywords: cyber-linguistic approach; socio-cognitive approach; content-analysis; structure; frame.

1 Introduction

The formation of the ethnic identity of preschool children should be implemented in integrated information areas in which the main factor in the formation of a child's ethnic identity is information that is transformed into an intellectual and cultural product – knowledge, and processed by the child directly into daily activities.

The substantive aspect of the essence of the process of the formation of ethnic selfconsciousness of children of preschool age and the tendencies of its improvement is revealed through in the conditions of the information society.

Under the frame, we understand a stable element that reflects the totality of knowledge and the algorithm of the formation of the ethnic identity of preschool children in the information society.

The theoretical rationale for the cognitive model of the formation of the ethnic identity of preschool children in the conditions of the information society are two main directions of the development of the theory of frames: the socio-cognitive (Bateson, 1966, Haase-Rapoport, Pospelov, 1987, Hoffman, 2003, Pravikova, 2004, Vakhstein, 2006, Maslova, 2008),

cybernetic linguistic (Fillmore, 1976, Minsky, 1978, Van Dyck, 2000, Fillmore, 1988, Vakhshayn, 2011).

In accordance with the socio-cognitive direction, the cognitive model of the formation of ethnic self-awareness of children of preschool age in the conditions of the information society is characterized by a set of frames reflecting the mechanism of the integrity of knowledge about the pedagogical process under study. The cognitive model we present is considered as a structured content of information presented in seven frames, such as: patterns, trends, directions, functions, principles, components, steps. The identification of key frames and the determination of the influence of their content on the process and the result of the formation of the ethnic identity of children of preschool age should be the fundamental and backbone methodological basis for creating a scientific toolkit for research and solving practical implementation problems.

Based on the cyber-linguistic, a linguistic frame structure is used to study the formation of the ethnic identity of preschool children in the information society. Based on the methods of etymological analysis - comparative historical and method of semantic parallels - the concept of "ethnic identity of children of preschool age" is formulated. The ethnic self-awareness of preschool children is understood as a child's awareness of the community of his ethnic interests and needs, the presence of a sensual world perception, behaviour, values and ways of ethnic self-esteem.

The goal of the cognitive model is aimed at uncovering a dynamic social mechanism that functions in accordance with key frames of forming a ethnic identity of preschool children in the information society: patterns, trends, directions, functions, principles, components, stages.

2 Body

The cognitive patterns determine the sensory (sensation, perception, representation), rational (thinking) and effective processes of forming the ethnic consciousness of preschool children, predetermine the tendencies of the formation of the process and contribute to its change in the information society (Voronetskaya, 2016).

Based on the historic-graphical review of the main theories and concepts, systematization of the historical and pedagogical foundations of the formation of the ethnic identity of preschool children in the information society, we have identified the following patterns:

- General ethnic identification as the basis for the formation of a ethnic identity of the individual arises at the stage of pre-industrial agrarian civilization. The content of the general ethnic identification of ethnic identity is realized in ethnic identity, ethnic traditions, culture, language, character of the people, customs, art, science, religion, ethnic identity, in the unity of the mental processes of individuals (will, feelings, ideas), etc. Analysis of the formation of a common ethnic identification (Kohlberg, 1963, Bondyрева, 2003, Stefanenko, 2009, Bromley, 2012) of ethnic identity allows us to single out the following basic theoretical stages: the formation of the concept of "ethnic identity"; historical retrospection of its study;

determining the place of ethnic identity among other signs of the ethnos; ethnic identity and ethnic communities; components of ethnic identity and their origins; features of ethnic identity in different socio-economic formations and historical eras; the relationship between the ethnic identity of the people and their self-name; reasons for strengthening or weakening the role of ethnic identity in the history of the ethnic group.

- Cognitive synergism as a pattern is expressed in the psychological readiness of an individual to exercise his functions as a citizen in the field of ethnic culture and beyond. The wilful nature of this pattern predetermined the transition from one period of development of the information society to another. The content of the cognitive synergy of ethnic identity is realized in the actions characteristic for a given nation, the norms of behaviour, the methods and techniques of cultural activities, the performance of folk dances, songs, games, forms of expression of feelings, internationalism. It is formed in the collective and individual activities of the child by means of fiction, through watching theatre and film productions, participating in public and ethnic holidays, carrying out research projects, meeting with representatives of various professions and other sources of information. The child reveals an image of oneself (“I am myself”), a subjective selfimage (image of his abilities and cognitive abilities, appearance, qualities of character, inclinations, interests, etc.). At the same time getting acquainted with their homeland, he develops himself and expands his ideas about the state, in the future he realizes the opportunity to be the creator of labour and scientific, sports and other national achievements.

- Educational and informational entropy manifests itself at the level of interaction of members of the national community, the result of which is a holistic folk pedagogy, the creation of a national education system, knowledge of the ethnic language. Education influences on a child from birth: ensuring and accessibility of educational information sources, developing national educational resources, opening educational institutions, accumulating the cultural and educational potential of a nation, forming a national intelligentsia, a high level of knowledge quality, etc. This is the emotional and sensual sphere of ethnic identity, which is associated with the awareness of the personality of their attitude to the cultural heritage of their people, which allows them to identify themselves as representatives of the nation and determine their mentality. The main features of the mentality of Belarusian’s were formed in the process of developing education in Belarus: goodwill, hospitality, tolerance, good nature, endurance, generosity, hard work, responsibility, intelligence, pedantry, intelligence, poetry of the soul, denial of chauvinism and Nazism, and much more.

- Socio-political interaction reflects the predisposition of an individual to a certain type of social behaviour and the construction of their activities, the basis of which is respectful attitude to another person, a representative of another nationality, and assumption of variability of his behaviour, not going beyond the moral and legal norms.

At the level of an individual, ethnic identity changes not only in connection with age-related features, but also with the different social and political situations that a person encounters. Its distinguishing feature is the mastery of moral and legal norms of the state, priority and legally enshrined in society, causing the correct behaviour and activity of a

member of society. The factors of socio-political interaction that determine the formation of an ethnic identity of the individual are: territorial certainty and independence, regulating the legal environment, protection of the child's personality in the state, active international cooperation, democratic nature of the state's development, built citizen-state interaction relations, national legislative system, state ideology, citizenship, patriotism.

- Socio-economic development as a pattern influences the formation of a child's ethnic identity using the social environment, the concept of common origin and common historical events, the public self-consciousness of the people, the consciousness of the solidarity of our personal needs and tasks of the state, examples of ethnic labour and scientific achievements, the idea of creating the ethnic product (scientific, material, cultural, spiritual, etc.). Social experience, norms of behaviour, a system of methods adopted by people and methods of education were accumulated and passed down from generation to generation and assimilated as moral, social ideals and cultural values, reflecting the level of development of the state.

Patterns determined the need to analyze the trends in the formation of the ethnic identity of children of preschool age in the conditions of the information society based on the content analysis of the main definitions of the concepts "information", "society", and "information society". The frame "Trends in the formation of ethnic self-consciousness of children of preschool age" identifies the following trends: globalization, integration, differentiation.

The trend of globalization. The priority areas for building a global information society are set out in the "Okinawa Charter of the Global Information Society". The participants noted that in the formation of the information society, priority should be given to cultural identity, diversity of cultures and languages, traditions and religions, dialogue between cultures.

The trend of globalization of the formation of the ethnic identity of preschool children in the conditions of the information society means the introduction of a certain standard of behaviour, way of thinking, value system, defined by the cultural ethnic code. The identification of the ethnic "I" of a preschooler positions him as a representative of the Belarusian nation, a member of society in accordance with the standards of historically established cultural ethnic and social values and norms.

The trend of integration. It should be noted that the development of the information society is one of the national priorities defined in the Belarusian legislation (Information Concept, 2013, National Strategy, 2015, Informatization Development Strategy, 2015, State Program, 2016).

The trend of differentiation. In modern natural sciences and humanities, the concept of "information society" develops as a concept of a new social order that differs significantly in its characteristics from the previous one, and in fact replaces the term "post-industrial society" at the end of the 20th century

The typology of existing interpretations of the concept of "information society" in philosophy, sociology and economics, political science, cultural studies, management, and pedagogy has allowed us to conclude that in an information society, modern features of human capital development based on ethnic identity and self-awareness are due to the growth of intellectual information, which implies the ability to discover, non-trivial solutions, the development of knowledge (Bodalev, 1995, Castells, 2002, Kapitsa, 2004, 2006).

As a result of the trend of differentiation, the following definition was formulated: “The information society means the modern post-industrial era of state development based on the ethnic identity of society, priority of education throughout human life, continuity of cultural traditions of generations, formation of ethnic identity for the priority values of their homeland.”

The trends marked the conceptual directions of the formation of the ethnic identity of children of preschool age in the conditions of the information society. The frame structures strategic, cultural, network directions.

Among the most important strategic areas that determine the content, organizational forms and methods of forming the ethnic identity of children of preschool age one can identify:

- decision making at the state level (National Strategy, 2015, Informatization Development Strategy, 2015), which are characterized by long-term forecasting (from 7 to 15 years);
- approval of state conceptual priorities (Concept of Informatization, 2013, Concept of Development of Pedagogical Education, 2015, Concept of Continuous Education, 2015), which are characterized by a medium term forecasting (5 years);
- implementation of the state strategy for the medium term in the state programs of socioeconomic development (Program for socio-economic development, 2016, State program "Culture of Belarus", 2016, State program for the development of the digital economy, 2016, State program "Education and Youth Policy", 2016, Program lifelong education, 2015), in regulatory legal acts and educational and program documentation of the system of preschool education in Belarus (Educational standards, 2013, syllabus of preschool education, 2014, On the organization of the educational process, 2018).

The formation of the ethnic identity of preschool children in the conditions of the information society, aimed at preserving the identity of the Belarusian people, ethnic traditions, strengthening the positive image of Belarus, is determined by the cultural direction. The main priority of the development of national culture will remain unchanged - the education of the younger generation in the spirit of devotion and love for Belarus: self-reliance, creativity, self-esteem, self-esteem, pride in one's own achievements, etc.

In order to improve the quality of formation of ethnic self-awareness of children of preschool age in the conditions of the information society, a network direction is being implemented that defines ethnic identity based on network forms of interaction. The essentially global process of informatization is regulated and self-organized at all lower levels of network interaction: international, republican, regional. The implementation of the network interaction of the formation of the ethnic identity of preschool children in the conditions of the information society relies on: ethnic self-esteem; professionalism, high level of ideological conviction of teachers; work aimed at fostering socially mature and professionally competent, responsible, open to innovation, committed to high moral ideals and traditional ethnic values of the individual.

In the process of the inductive method of research and on the basis of the etymological analysis of the concept of “ethnic identity”, the functions of forming the ethnic identity of

preschool children in the information society are highlighted. The frame of the model defines the following functions: socio-ideological, information-cultural, activity-axiological.

The first function is socio-ideological, aimed at the coherence of age development and trends in the formation of the state order of the individual, which determine the system of relations with others and the mastery of the child's norms of behaviour. The second function is informational-cultural, determines the formation of personal neoplasm and informational saturation of the content of specific forms of children's activities with ethnic traditions, values, culture, which form the child's awareness of their social capabilities and ethnic identity based on nationally differentiating features. The third function, activity-axiological, reflects the integration of social experience and emotional involvement of the child, which involve the development (together with adults) of ethnic feelings through the transfer of emerging personal feelings from a close environment to the area of his social relations.

In the conditions of the information society, the meaning of modern education is the upbringing of a person of ethnic culture, able to engage in various forms of activity and thinking, engage in dialogue in order to find various cultural sources of interaction. On this basis, the content of the following frame of the cognitive model is determined, which reveals the principles of the formation of the ethnic identity of preschool children in the information society: the principle of involvement in developing educational activities, the principle of the interrelation of internal and external prerequisites; the principle of interaction of social and family education; principle of domination of human values.

- The principle of involvement in developing educational activities forms the values and attitudes of pupils in relation to their own and other nationalities, by means of an organic combination of ethnic, interethnic and universal in the upbringing of children.

The individual characteristics of children of preschool age imply the determination of the development prospects of each pupil taking into account one's interests, abilities, age possibilities and individual peculiarities. The idea of developmental education stated by Vygotsky is embodied in the form of work with children, as joint partnership activity (Vygotsky, 1984). The teacher should be able to act directly and indirectly, thereby setting the child's development strategy. The teacher's intervention should always be productive and aimed at the development of children's initiative, as the main target of the formation of ethnic identity. This style of communication was called "involvement" (Veraksa, 2010). It is in the process of interaction with other people that a child learns to defend the priority of a subject position, to assert his identity (Murodhodjaeva, Polyakova, 2015). This leads to the fact that children begin to demonstrate social clichés, tolerance, a positive attitude to other forms of culture, productive interaction.

Ethnic self-awareness includes the processes of awareness, perception, understanding, evaluation, experiencing their nationality. It seems that the result of this process is best established precisely through the experiences of children of preschool age, who were used in their conceptual constructions by G. G. Shpet (1996) and L.S. Vygotsky (2010). So, G.G. Shpet considers collective experiences as related to the products of the culture of its members. In researches of L.S. Vygotsky's experience is "the inner attitude of a child as a person to one or another moment of reality" (Vygotsky, 2010, 382). According to what has

been said, the main requirement for organizing the process of forming a ethnic identity of preschool children is to involve pupils in various activities. The involvement of preschoolers in developmental educational activities forms value-based ideas about the ethnic identity of an individual, not only from the point of view of recognizing their belonging to a nationality, but also as experiencing an “I-concept” relationship and a ethnic environment — one’s identity with one ethnic community (We) and separation from others (I).

- The principle of interconnection of internal and external prerequisites for the formation of ethnic identity of children of preschool age ensures the sustainability of the life of the nation and the transfer of ethnic characteristics from generation to generation.

Internal prerequisites determine the development of a child through the experience of the environment, which, of course, is reflected in the capacity for empathy, tolerance, moral behaviour, the formation of the fulfilment of commitments and discipline - prerequisites for the development of responsibility (Gavrilova, 1975, Kohut, 2000, Ponomareva, 2006, Rogers, 2009).

The external prerequisites for the formation of ethnic identity of children of preschool age include: the idea of nationality; respect for the historical past of the nation, its present and future; mastering the native language; study of folk culture.

- The principle of interaction of social and family education is aimed at the formation of awareness of their ethnic identity, education of morality, patriotic feelings, citizenship and diligence of the child with the aim of introducing to universal and ethnic values, respectful attitude towards them.

The fundamental condition for the implementation of this principle is the complementarity of social and family education, because the child is involved in various contexts and relationships with family members and children in the institution of preschool education, and they have a different impact on the formation of the ethnic identity of children.

- The principle of domination of universal values ensures the harmonization of ethnic and universal cultural traditions, involving the formation of a ethnic identity of children based on the historical, cultural traditions of the people, their language and customs. The presented principle creates conditions for systematization of a vast array of information concerning the interests of children of preschool age, society and the state. This principle is based on the dominant universal values, which ensures the harmonization of ethnic and universal cultural traditions, involving the formation of the personality of the child of preschool age based on historical, cultural traditions of the people, native language and customs (Kohlberg, 1963, Sartre, 1989, Pogodina, 2002, Kleptsova, 2004).

The ethnic language is a cultural phenomenon, a form of reflection of the living communication of people speaking it, an integral system of means reproducing the world of human consciousness in special forms. It plays an important role in the formation of a ethnic culture and its further development. In the process of mastering the native language, the communicative and cognitive abilities of the child develop to perceive the world and communicate with other people.

The principles determined the content of the next frame of the model - the components of the formation of the ethnic self-consciousness of children of preschool age: cognitive-

culturological, affective-value, conative-integrative. In the process of studying the ontogenesis of the problem, components of ethnic self-awareness, features of the content of components, fundamental functions and stable processes of ethnic self-awareness, criteria and criteria indicators of components of ethnic self-awareness were developed.

The cognitive-cultural component is the basis for the formation of the ethnic identity of children of preschool age and explores the historical and social experience of the Belarusian people. It combines almost all ideas of a person about his nation: historical, linguistic, cultural, aesthetic.

The affective-value component is an emotional-sensual sphere of national consciousness of children of preschool age, which examines national feelings, reflects the emotional attitude to the values of the Belarusian people, to the national values of other nations, fosters morality, patriotic feelings, citizenship and hard work, goodwill, hospitality, good nature , generosity, intelligence, poetry of the soul and other positive qualities.

The conatively integrative component of the ethnic identity of preschool children in the conditions of the information society is reflected in the child's norms of behaviour characteristic of the Belarusian nation, knowledge of the ethnic language, methods and forms of expressing ethnic feelings in artistic activities, in the desire to share experiences of creative activity (performing folk dances, songs, games and others), in the manifestation of new knowledge about ethnic traditions, culture, history of Belarus in various activities of children.

The effectiveness of the cognitive model depends on the implementation of the frame "Stages of formation of the ethnic identity of children of preschool age."

The target stage is determined by the social order of the society - the need to form the ethnic identity of children of preschool age in the conditions of the information society. It is possible to carry out purposeful pedagogical activity through the creation of a set of conditions in the institution of preschool education: legal, informational, scientific, methodological, personnel, which will ensure the effectiveness and quality of activity.

The substantive stage systematizes the directions of the organization of the process of the formation of the ethnic identity of children of preschool age in the conditions of the information society. The directions of the organization of the process are determined by educational tasks, filled with thematic content, summarized by the main neoplasms of children of preschool age.

The procedural stage specifies the subjects and forms of organization of the process in the institution of preschool education.

The content is implemented in the process of interaction between the subjects of the organization of the process: pre-school education institutions (pupils, teachers, legal representatives of preschool children), families (parents, close relatives (sister, brother, grandmother, grandfather), legal representatives of pre-school children), participants in the district, city: pre-school education institutions, general secondary education institutions, social and cultural infrastructure facilities: House of Culture, folk ensemble of folk songs, libraries, local history museum, etc.).

The choice of forms is based on the directions of the organization of the process, the content of the teacher's work, the achievements of the pupils of the junior, middle, and senior groups of the pre-school education institution. Differentiation of forms is carried out according to the requests of the subjects of the organization of the process in the institution of preschool education.

The productive stage determines the quality of the educational process and depends on certain criteria, indicators and levels of formation of the ethnic identity of preschool children in the information society. The integration of indicators contributes to the effectiveness of pedagogical work on the organization of the process.

3 Conclusion

The cognitive model, which has a frame structure, revealed the methodological basis for creating a scientific toolkit for the study of the formation of the ethnic self-consciousness of preschool children in the informational environment. Experimental introduction of the presented model was carried out in 48 institutions of preschool education in Belarus. Effective implementation of dynamic social mechanisms of cognitive model functioning was tested during 2015-2019 in the process of patriotic education of children of preschool age.

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