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## Some Details of the Modern Child's Social and Cultural Portrait.

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### ABSTRACT

The author, a leading expert of the Russian education, the author of textbooks and teaching aids for pre-school and musical education, creates a portrait of modern Russian preschooler. The manuscript presents the results of a study, which was attended by more than 1,000 preschool children from different Russian cities. Based on the analysis of the results of this study the author considers conceptual positions needed for child's successful socialization in modern social and cultural situation. The author asks the question: Why is art and aesthetic component is so important to achieve the ideal of the modern kindergarten? For this aim the author has developed and described modeling method of artistic and creative process, and made an analysis of the traditional pre-school education's programs. The method of artistic and creative process' modelling as opposed to verbal and informative method deepens problematical features, guiding children's thinking into the mainstream of identifying the origins of art and culture phenomenon. For a child who wants to be a composer, artist, writer, however, as a driver, astronaut, builder, it is not enough to know the signs of the profession and its attributes, but also to understand the meaning of the future activities. The author proved that the model of pre-school education should be based on the aesthetic principle. The author examines the conceptual positions updating the content of pre-school education. In particular, it is emphasized that the entry of the child into the culture associated with the direct and trusting relationship with the world, a predisposition to perception of beauty and harmony. At the same time author notes that nowadays it is growing the alarming trend of ignoring the emotional and sensual and the spiritual and moral sphere of humanity in the preschool and school education, which is obviously contrary to his nature. For example, in traditional preschool programs the artistic and aesthetic activity plays the "last roles" - and the plans, and in practice it is described after the so-called "leading areas of work."

**Keywords:** modern child, early childhood education, creative development, socialization, art-aesthetic activity

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## INTRODUCTION

Preschool age is an important chapter in the life of each person. Meanwhile, global problems - political, social, economic, change life and influence the development of the modern child. Popular culture is also an important factor in education. The Information society has highlighted the elemental form of socialization: the Internet space, media, etc. If 20 years ago a preschooler solving a problem or getting the necessary information, addressed to an adult, books, modern preschoolers often prefer the Internet and get in it the information on any subject. Moreover, this process is completely spontaneous. Sampling site is accidental. Thus, "the chief agent of socialization can not be controlled" (Olesina 2014, 66).

I. Yakimanskaya noted that preschool children begin development of the world and develop spatial thinking in communication with the three-dimensional real objects. The perception of movies, television and other visual arts gives to the child experience in translating three-dimensional information in two-dimensional variant (Yakimanskaya 1996).

Meanwhile, modern children are still taught arithmetic as the metric relations, and teachers do not the experience of typological relations. All these moments teachers should consider in developing programs and doing choice of training and education's methods. Therefore it is necessary to change, to be exact - to optimize the existing system of preschool education, especially take into consideration the modern children's characteristics (Savenkova 2014).

Of course, every child has got the own individual features. At the same time, there are some common features that create a holistic socio-cultural portrait of preschoolers' generation - for example, Russian preschoolers (Fomina 2007).

Of course, "the man being becomes a person precisely during mastery of social experience. But this experience can not be measured, as the measures the temperature, moreover, nowadays it has become especially multidirectional. Even in the understanding of elementary norms of life ... "(Nemenskii 2007, 11). Thus, the preparation of socio-cultural portrait is laborious and complex process.

One of the most reliable sources of understanding the child's perception of the world is children's artistic creativity, which has "different synthetic character, mix of different kinds of arts" (Bakushinskii 2009, 17).

Modern Russian researchers conclude that "in the course of active artistic activity preschoolers intensely complicate and develop not only the perception of the world, but also they become commitment to its creative transformation" (Lykova 2010, 5).

It is also important that preschoolers are usually open to the world. Therefore, "the development of the environment occurs through empathy, spirituality, reflection" (Boyakova 2013, 193).

In addition, the "work of art's imaginative dominant creates a vivid emotional response. Art directly speaks with every child "(Ermolinskaya 2010, 11).

The planning of the pedagogical process' results is directly related to the supervision of the children's development, the research of their interests and preferences, the requests of parents, their relationship to everything that happens at preschool institutions. The goal of long-term experimental study, conducted by the author, was to examine the role and significance of art - and more - aesthetic education in the educational space of the kindergarten, as well as an attempt to answer the questions: What is modern child? What situations are important for the modern child? What does modern child feel when he/she is playing, drawing, dancing, moving, seeing the world in a variety of its colors.

All this factors have allowed to identify some finishing touches to the socio-cultural portrait of the modern child (Shkolyar, Savenkova 2012).

If our task was to paint a portrait of a preschooler, it is unlikely that we would have depicted a child sitting at a desk, flipping textbook. Most likely, we would draw smart kids happily playing, running, depicting,

singing, dancing. As far as this image coincides with reality? This question is the main for consideration in the manuscript.

**MATERIALS AND METHODS**

In 2009-2012. At Russian preschools (Moscow, Naberezhnye Chelny, Almetyevsk, Kostroma and others.) it was carried out extensive research, which was attended by more than 1,000 preschool children and their parents. It is significant that the survey for caring parents made it possible to get information about their relation to the educational and educational activities in kindergarten that their child attends, and prioritize the work of the teacher, in their opinion, these features characterize the quality of the pre-school education. At the first question: "What problems do you think, the modern kindergarten should decide?" there were received the following answers:

**Table 1: Analysis of the survey (question 1) -% of the total number of surveyed parents**

<u>ANSWER</u>	<u>The number of parents chosen this answer</u>
"The main thing is the health of the child"	32%
"To give the child a certain amount of knowledge and skills"	28%
"To bring up a good person"	18%
"To develop the ability to be a friend and the collective skills of communication"	14%
"To consider the creative personality of the child"	6%

At the second question: "What are the educational areas are important for you?" there were received the following answers:

**Table 2**

<u>ANSWER</u>	<u>The number of parents chosen this answer</u>
"Cognitive and language development of the child"	39%
"Sport and promotion of healthy lifestyle"	21%
"The labor, behavior and communication skills development"	17%
"Artistic and aesthetic development and play activities"	14%
"The development of elementary mathematical concepts"	9%

The third question is: "What, in your opinion, your child should know and be able before entering school?"

**Table 3**

<u>ANSWER</u>	<u>The number of parents chosen this answer</u>
"To make friends and communicate with the peers"	46%
"To be able to read and account"	26%
"To have an idea of the motherland, of the native town, of the future 'profession, etc.'"	14%
"To be able to sing, draw, dance, play"	12%
"To know the rules of the pupil behavior at school"	2%

**RESULTS**

As you can see, the health of the child and the studying amount of knowledge in the responses of parents are in the preference. The process of child's creative development isn't interesting for parents. Meanwhile, without this quality the child is unlikely to be able to study well – we mean "to develop knowledge".

Table 1 shows the analysis of the responses and surprising coincidence: the first two places are in the same way as in the previous answer, cognitive and speech development - in the first case it is the "Amount of knowledge", as well as promoting a healthy way of life - in the first case "Child Health".

Table 2. In the penultimate place parents set direction associated with the artistic and aesthetic development and playing activities. The percentage is almost identical to the last place which parents gave for the direction related to the disclosure of the child's creative potential.

Table 3. Quite unexpectedly the problem of friendship between children and education of communicative skills are on the front - 46% - the highest rate in the entire study. At the same time it is unclear how children learn to make friends in kindergarten, if one of the tasks of modern preschool "To develop the ability to make friends and the collective skills of communication," the parents put on the penultimate place, gave preference to the accumulation of knowledge and skills.

Thus, analysis of the survey shows that parents do not care about the question of whether children have ideas about the motherland, hometown, the future profession. Even fewer parents are interested in the artistic development of children. Virtually parents do not interest- whether the child knows the rules of behavior at the school. Perhaps the child does not need to know the rules - because "school will help".

### DISCUSSION

For successful socialization of children and the adoption of a new role in public life – role of student, we think, it is necessary to develop a specific outlook, ideas about the world, seasonal changes and rhythms of life. It is clearly evident that giving priority to the issue of preparation for school, the parents do not give a priority to the native children's activities as playing, drawing, singing and dancing, versification and design - this is not a complete list of children's art. After all, these kinds of activities are the most interesting, available, important for the preschoolers themselves. Mostly at school underachieving students are children who played a little in childhood. This fact is proved by psychologists.

Here is an example from practice. At the literary reading lesson, students of one of the Russian Academy of Education's pilot schools it was used the author's method "Modeling of Art and creative process".

First-graders (6-7 years old) stood in the position of the creator, who re-composes an existing artwork (fairy tale, story, song, etc.). The students chose to compose a Russian folk tale "Mansion", the general outline of which they knew well.

They chose the place for Mansion, found props, agreed that before the appearance of each character they together will sing the main musical theme, which underlines the general idea "It is standing in a field, this is Mansion, Mansion / It is not low, not high, not high / Who, who lives in it? / Who, who lives in a low mansion? ".

The first character - Mouse - imagined how this character could move and speak – and the girl completely free played her role. She found the clear intonation for question "Who, who ..." and the answer - "There is nobody", "I will live here."

Mouse has begun to figure out how she will live. She began to act, saying: "Here, I'll make a nice living room, I put the table in the bedroom, and so on."

The next two characters have begun to create the story in the same way. They were looking for a suitable walk, build a dialogue, "Let me live here! - And what can you do? - And maybe you will eat me...or not? ". So they began to settle down in a fairy tale.

However, with the advent of the next actor students, coming up with his duties in mansion,, quietly moved to the plot-role-playing game, forgetting conditions of tale's composition. Almost all of them "came out of the image", began to communicate on a normal conversational language, developed Mansion, covering it with a cloth, closing this mansion for the viewer, there were "swarming" there, laughed, argued, forgetting that they create a spectacle to show it on holiday.

The task of modeling of artistic and creative process' method is to output all features and ideas that are "hidden" behind the words of the fairy- tale. "Once upon a time" (what did they do?), "A long time ago (how much it in time?)", etc.

The child is asked, "Show! Imagine! Find intonation! Imagine that! etc.". Of course, this process is different from the plot-role-playing game. The versatility of this method is that any knowledge which a child develops, akin to "co-knowledge". It is important to reveal experience that is inherent in the human nature, output and realize what is hidden behind images and concepts created by the previous generations. For example, talking with the children, the teacher says: "The music is created by composer. A story was written by famous writer ...".

What does it lie behind these phrases that kids remember only as the information that an adult transmits?

Imagine the music classes in kindergarten.

Teacher: "Who writes the music?"

Children: Writer Composer ... .. Pushkin ...

Teacher: "Sasha gave a correct answer. A composer is author of music. Who wants to be a composer?"

Usually many kids rise the hand: "Me! Me!"

Child: "I need ... I need the piano notes ...".

The teacher gives notes: "Play!"

Child: "What?"

Another child cries out: "The composer makes the melody!"

By the way, it is not that the child is not right, calling Pushkin as composer. Music of poems, works of the great poet were embodied in the works of the great composers.

The method of artistic and creative process' modelling as opposed to verbal and informative method deepens problematical features, guiding children's thinking into the mainstream of identifying the origins of art and culture phenomenon. For a child who wants to be a composer, artist, writer, however, as a driver, astronaut, builder, it is not enough to know the signs of the profession and its attributes, but also to understand the meaning of the future activities.

Interesting touches to the portrait of a modern child were obtained based on the method "The image of the kindergarten." Children are encouraged to draw kindergarten, as they think about it, they should depict themselves in this figure. It was also emphasized that the kindergarten is alive, it sounds, has its light and color.

Teacher, collecting pictures, usually talking with the child by asking questions: How did you call your figure? Where are you shown in the figure? etc. Responses of the children teacher wrote on the back of the figure.

182 children were involved in this study. We also interviewed 175 parents. What can we mention?

First. The children did not give to kindergarten negative definitions. Here are the most popular definitions: cheerful, kind, love, good, lively, funny, happy, great, magical.

Second. Three-quarters of the surveyed children gave the such names to kindergarten: "Friends", "Flower", "Cat", "Smeshariki" (Laughballs), "Rocket", "House", "Snowman", "Mickey", "My garden", "Sasha" "Danja".

Third. Bright and emotional expressions of children are in contradiction with their drawings. Most of the children show the kindergarten as a huge box. Sometimes some faces are drawn on the box. In the figures of boys over such boxes there are shown towers, flags, flying airplanes and helicopters (42% of boys).

The most expressive drawings were made by 1/3 of children, but only 5% of them have represented the sun. It's weird, because children love to draw the sun.

Fourth. Only 23 children identified themselves INSIDE kindergarten. To study it is the very important indicator. The child chooses a place in the picture, and it shows the relationship with the image.

Most often, the children depicted themselves in the form of figures on the right or left corner of the drawing.

Most of the children were not able to pass the internal representation of the kindergarten. They saw it in stereotypical view - in the form of house, box, tower - with pipes, windows, flags. But it is as if they did not reach the essence of their being in kindergarten.

In the first place the children provided the road from home to kindergarten, often with their families, "I'm going with my mother, my sister, and I go with a friend and so on"....

Others commented: "I can not draw, because I play behind the house, I walk in the garden, I'm running, etc."

### CONCLUSION

This experimental study confirmed the hypothesis that it is important to find ways of updating the content of pre-school education, building a new model of education and upbringing of pre-school children.

Let us discuss some of the conceptual provisions:

1) The entry of a child into the culture associated with the direct and trusting relationship to the world, a predisposition to perception of beauty and harmony.

2)"Garden of Childhood" is an image that gives to understand that the main thing is not being a child in kindergarten, but its cultivation as the color of nation, as a kind of miracle. Let's remember the wonderful phrase of the song: "And top of love - it is a great miracle - the children." This process involves the gentle, natural, free and joyous development of the individual as an active subject of cultural creation, the relationship in a team of peers. To grow a person who would be the creator of own life, and on the laws of art is the main task of the "Garden of childhood."

But in traditional preschool programs the artistic and aesthetic activity plays the "last roles" - and the plans, and in practice it is described after the so-called "leading areas of work."

Strangely, that it is very the aesthetic education, which is in the wayside, receives great expectations in the education of preschool children. The paradox! But it is a reality.

As art is in the background, it doesn't have so much possibilities in educational process. It is often a kind of reports to parents - holidays, matinees, etc. Meanwhile, classes in mathematics, language development are quite rare showing to parents.

No one seminar or conference on the problems of education can not do without children's art (choirs, orchestras, dance groups, theater performances). Participants are entertained by a children's art. But all this activity is below the mandatory, assessed properly education ...

Work at a fast result requires exercises, abuse of powers and abilities of the child. It is denied painstaking process of natural education and child's development by art.

We are sure that the model of pre-school education should be based on the aesthetic principle. It is an aesthetic component of the educational process will bring educational content on the kul'turotvorčeskij level, create a harmonious kindergarten. It is important for the child to think and feel vividly expressive, figurative, going beyond the usual, ordinary, develop dialektičnost' mind.

The most natural way of knowledge for the child in childhood, primarily from the concept requires that thinking logical, conceptual not replaced this figurative, emotional thinking. It is an aesthetic component of the educational process will bring educational content to high level of cultural development, will help to create a harmonious kindergarten.

For a child it is important to think and feel clearly, vividly, impressively, to go out of the usual, ordinary things, develop the dialectical mind.

The most natural way of learning for the child is way from the image to concept. It is necessary that logical thinking won't supersede the figurative, emotional thinking.

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