

**SCTCMG 2021****International Scientific Conference «Social and Cultural Transformations in the Context of  
Modern Globalism»****IMPLEMENTATION OF MULTI LINGUAL MODEL OF  
MULTICULTURAL PRESCHOOL EDUCATION IN THE REGION**Zhanna A. Gevorkyants (a)\*, Agvanik R. Georgian (b), Sofia M. Dzidzoeva (c),  
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Russia, [sogpinauka@mail.ru](mailto:sogpinauka@mail.ru)**Abstract**

In this paper, the authors made the attempt to consider the problem of the implementation of the multilingual model of multicultural preschool education in the ethno-cultural space of the region on the basis of the requirements of the Federal State Educational Standard of Preschool Education, pointing out the need to ensure the cognitive, speech, socio-communicative, artistic, aesthetic and physical development of children, promotion and preservation of their physical and mental health. At North Ossetian State Pedagogical Institute, the teachers of the Department of Preschool Education analyze the state of preschool education in the Republic of North Ossetia-Alania. In modern conditions, based on the analysis, the authors identified problems that require special attention in the framework of the multilingual model of multicultural preschool education. The authors note that the provision of the modern level of quality of preschool education is directly dependent on the professional level of teaching staff. In this regard, the general principles of modern national and cultural development are determined and the relationship of the components of the Ossetian national preschool education is highlighted. The authors argue that the multilingual model of multicultural education creates conditions for the intensive search for ways to build educational programs focused on the development of national. The implementation of the proposed model presents the analysis of the ethno-cultural space as an indicator of the quality of preschool education in the conditions of the Republic of North Ossetia-Alania.

2357-1330 © 2021 Published by European Publisher.

*Keywords:* Multilingual model, multicultural education, preschool education, ethnoculturalism

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## 1. Introduction

Modern preschool education in Russia is developing under the challenging conditions of the world community, which is characterized by intensive enrichment and development of the cultural diversity of large and small ethnic groups. In a multicultural society that has historically incorporated multi-ethnicity and multilingualism, a variety of beliefs and traditions, a social order for the development of a person as a subject of a multicultural society is formed. At the same time, the main means of the preservation and development of ethno-cultural diversity is, first of all, the educational system. In this regard, it can be stated that the idea of multicultural education is becoming global and is based on the need to ensure the development of the growing generation acquiring cultural values of their own people and fostering respect for the cultural values of other nationalities.

The solution to this problem requires the development of an educational policy adapted to the new social conditions, which should be aimed at the solution of the problems of multinational families, childhood, and education in various regions of the country, cultural and ethnic integration during the preservation of the national and cultural values of each ethnic group.

## 2. Problem Statement

- The formation of scientific and methodological foundations among teachers of a preschool educational organization on the problem of the introduction of the values of the history and culture of their native land to preschoolers.
- The formation of professional skills of teachers of a preschool educational organization on the problem of the organization of the process of ethno-cultural education of preschool children.
- The development of the design abilities of teachers in the process of the implementation of the content of ethno-cultural education of preschoolers.
- The idea of multicultural education in Russia was reflected in the 20th century, based on the ideal of the cultural diversity of mankind and the need to ensure a dialogue between national cultures. At the same time, in the Russian Federation, in the conditions of the coexistence of many nationalities, there is a historical situation when Russian culture remains the main mediator with world culture for other nations and ethnic groups. Education based on the dialogue of cultures ensures the harmonization of national relations and the modernization of various ethnic groups.

## 3. Research Questions

- Modern state of multicultural preschool education in the conditions of North Ossetia-Alania.
- Justification of the relevance of the development and implementation of MMME in the educational preschool process.
- Improvement of the professional training of future teachers for the implementation of MMME in the ethno-cultural preschool educational space.

- Generalization of the experience of the teachers of the preschool educational institution of the Republic of North Ossetia-Alania on the implementation of MMME in the ethno-cultural preschool educational space.
- Identification of problems and determination of promising directions for the development of the preschool education system in the Republic of North Ossetia-Alania as an indicator of the quality of training of teachers in regional conditions.

#### **4. Purpose of the Study**

The purpose of the research is to determine the effectiveness of the implementation of the multilingual model of multicultural preschool education in the ethno-cultural space of the region.

Multicultural education is emerging as a system that, within the framework of a single state educational standard, forms the content of education and upbringing in accordance with the structure of Russian identity. That is, it is guided by the goals of broadcasting the ethno-cultural heritage and national cultures of the peoples of Russia in the broad context of Russian and world civilization.

The situation of cultural diversity necessitates the development of various educational models based on three main cultural sources: national (non-Russian), Russian and universal. Under these conditions, the role of native languages as guardians of ethnic values and the Russian language, as an instrument of interethnic communication and a translator of Russian and world culture, is growing.

#### **5. Research Methods**

The research is based on a systematic approach. During the study, the following methods of scientific knowledge were used: analysis, comparison, generalization.

In the Republic of North Ossetia-Alania, about a hundred ethnic groups live on a relatively small territory. It ranks fifth place in Russia in terms of population density, the population density is 88.41 people per 1 km<sup>2</sup>. Ossetia-Alania is one of the most multinational territories in Russia. According to the 2015 All-Russian Population Census, the representatives of about a hundred nationalities live in the republic. Among the peoples inhabiting North Ossetia, the predominant population is the Ossetians (65.1 % of the total population of the republic). The Russians are at the 2nd place (20.8 %), the Ingush are at the 3rd place (4.0 %) and the representatives of other nationalities. The formed multi-ethnic composition of the population, free coexistence and mutual influence of different cultures and languages give the cultural potential of Ossetia stability, strength and brightness. They create a reliable humanitarian foundation for civil and supra-ethnic principles of social structure.

The idea of a multilingual model of multicultural education began to form in the republic. Such researchers as R.S. Bzarov, T.T. Kambolov, L.A. Kuchieva define it as an educational system that forms the social, attitudinal and value qualities of the personality of students through leading languages and cultures, including their own, adequate to the needs modern Russian society. According to their opinion "... ethno-cultural orientation, all-Russian and cultural values and universal human ideals should be combined in one participant". At the same time, linguistic pluralism acts as a guarantor of cultural pluralism. The multilingual approach is understood as the integration of the diversity of cultures of

languages that create an educational environment that ensures the formation of a future scientific and cultural picture of a teacher, starting from preschool age.

The necessity and relevance of the multilingual model of multicultural education is justified by the republican policy in the field of education and is enshrined in regulatory documents, first of all, the Concept for the Development of the Ossetian National Culture, the State Program of the Republic of North Ossetia-Alania, The National and Cultural Development of the Ossetian People, the Concept of the National Education of the Republic of North Ossetia-Alania.

The state program of the Republic of North Ossetia-Alania “National and cultural development of the Ossetian people” is a complex document that includes two subprograms on “Preservation of the national cultural identity of the Ossetian people” and “Preservation and development of the Ossetian language”, its implementation was intended for 2017–2019. As one of the directions for the preservation and development of the Ossetian language, it is proposed to introduce a system of multilingual education in preschool institutions and general education schools and to create an Alan gymnasium that implements the principles of the national school. For the adult audience, the program includes the organization of free courses on the study of the Ossetian language, developing a distance learning program for the Ossetian language for compatriots living far from their homeland and also providing grant support to public organizations working in the field of promoting the values of national culture.

The key objectives of the concept are:

- Formation and improvement of state policy in the field of the Ossetian language and national culture;
- Transformation of culture into a strategic factor in the development of society;
- Preservation of the cultural heritage of the Ossetian people and the development of the Ossetian national culture;
- Preservation, development and provision of full functioning of the Ossetian language as the national language of the Ossetian people and the state language;
- Creation of a national system of multicultural education;
- Preservation of all original cultural traditions presented in Ossetia, promotion of the principles of intercultural dialogue and tolerance.

The concept defines the general principles of modern national and cultural development: cultural sovereignty, creativity, continuity, pluralism and diversity, openness and cooperation, personification of cultural life.

The concept of Ossetian national education, based on the analysis of global and national trends in the development of national education, determines the goal, main directions and strategy for the development of Ossetian national education at the beginning of the XXI century. The necessary cultural basis for national development in the Concept considers the existence of an education system that is capable not only to transmit national culture to young people, but also to ensure openness to other cultures of the peoples in Russia.

A tripartite agreement was concluded with UNESCO on February 9, 2005 (on the basis of international expertise). It was signed by its Secretary General K. Matsuura, President of the Republic of North Ossetia-Alania A.S. Dzasokhov and the rector of North Ossetian State Pedagogical Institute L.A.

Kuchieva as a part of the measures to preserve the linguistic heritage and cultural diversity of mankind. Since the creation of the UNESCO Chair of the Institute, it has become a scientific, methodological and experimental center of the republic, where educational materials for students of primary schools and preschool organizations in all educational subjects in the Ossetian and Russian languages have been created. Now they are being experimentally tested.

A special place in the educational model is given to the issue of the formation of the content of education, which, on the one hand, should preserve the principles of the systemic nature of Russian education, and on the other hand, take into account national cultural characteristics. The formation of the content of education is based on the principle of ideological and thematic unity, content correspondence and consistency, scientific objectivity, educational impact and consideration of the personal experience of students. This approach to the content of national education enables a child to assimilate both his native culture and the culture of the whole Russian and world. The openness of the Ossetian national education should be ensured at all levels of education by the principles of multiculturalism and multilingualism on an intercultural dialogue basis.

As a part of the implementation of the multilingual model of multicultural education (MMME), the consideration of the ethno-cultural space of the region as an indicator of the quality of preschool education is of particular relevance. The system of work of preschool educational organizations on the problem of ethno-cultural education of preschoolers involves the development and testing of a program for the increase in the professional competence of teachers, the purpose of which is: the acquisition of professional competencies by teachers of a preschool educational organization on ethno-cultural education of preschoolers. We give a *summary of the program for the improvement the professional competence of teachers on the problem of ethno-cultural education of preschoolers.*

#### *Section 1. "General theoretical foundations of ethno-cultural education of preschoolers"*

Teachers expand their ideas about the theoretical basis, scientific and methodological aspects and the specifics of the designing of ethno-cultural education process of preschool children. The concept of "ethno-cultural education" includes a cognitive component (knowledge, ideas about the native land and country, this component provides the content of work on ethno-cultural education, etc.), an emotional component (emotions, feelings play an important role in the ethno-cultural education of children, but moral feelings of preschoolers are specific, they are not enough strong and stable) and a behavioral component (skills, experience, this component also performs a diagnostic function). These components are implemented in various spheres (society, nature, etc.). For preschoolers, the ideas about their hometown, region and country are gradually expanding. The system of generalized knowledge about the phenomena of social life is formed only by the end of the senior preschool age. This is facilitated by the acquisition of moral judgments, assessments, concepts, as well as cognitive interest in the world around them.

#### *Section 2. "Technological aspect of ethno-cultural education of preschoolers"*

Teachers expand their ideas about the technologies of the formation of primary ideas of preschoolers about their homeland and Fatherland, technologies of the formation of primary ideas about the socio-cultural values of the people, national traditions and holidays, technologies for the design of ethno-cultural education process of preschoolers, as well as the specifics of modeling the educational

subject-spatial environment, organizing interaction with families of pupils in the process of patriotic education of preschoolers.

*Methodological instructions for the study of the program sections for the improvement of the professional competence of teachers on the problem of ethno-cultural education of preschoolers*

In order to form theoretical and methodological ideas on the problem of ethno-cultural education of preschool children, teachers have a task to complete the following tasks during training:

1. To prepare starting test on the problem of ethno-cultural education of preschoolers.
2. To make vocabulary of terms on the topic “Ethno-cultural education of preschoolers” (culture, ethnos, patriotism, values, nationality, folk culture, traditions, etc.)
3. To study the theoretical background of ethno-cultural education of preschool children. Fill in the table “Comparative analysis of theoretical premises on the problem of ethno-cultural education of preschoolers” (Russian and foreign experience).
4. To create perspective-thematic plans for the work with children of different age groups, a plan for interaction with families of pupils on the issue of patriotic education.
5. To create a portfolio of a teacher “Technologies of ethno-cultural education of preschoolers.
6. To develop a model of the development of subject-spatial environment on the research problem.
7. To develop and prepare the presentation on the topic of the seminar.
8. To make up a passport of the project, structure, content and defend the project at the pedagogical council of the kindergarten.

*Teaching materials for the program for the improvement of the professional competence of teachers on the problem of ethno-cultural education of preschoolers*

1. The guidelines for teachers “Normative and legal aspect of ethno-cultural education of preschoolers”
2. The content of ethno-cultural education of preschool children in a preschool educational organization in the context of the implementation of the partial program “Preschooler in the world of culture of the native land”
3. Methodological recommendations for teachers on the equipment of the educational subject-spatial environment of a preschool educational organization, aimed at the introduction of preschoolers to the values of history and culture of their native land
4. Technologies of ethno-cultural education of children in preschool educational organizations and families

*Teachers’ reflection on the quality of the program for the improvement of the professional competence of teachers on the problem of ethno-cultural education:*

- What did you discover for yourself as a result of mastering the content of the program?
- Did you master the technology of the design of ethno-cultural education content for preschoolers?
- What lecture (seminar) sessions did you like the most? What did you like the least? Why?
- Were the teaching technologies acceptable to you? What are your wishes for the organizers of the program for the improvement of the professional competence of teachers?

*The criteria for the evaluation of the projects developed by teachers:* setting an achievable goal, formulated tasks, scientific content, practice-oriented nature, maintainability, quality of the project product, speech skills in the process of project presentation.

As a result of mastering the program, the teachers mastered the scientific and methodological foundations of the ethno-cultural education of preschool children, the specifics of the organization of educational process, design technologies of the process of patriotic upbringing of preschoolers, creation of authored programs. They also mastered the methodological foundations of design, the principles of the organizing and ensuring the process of ethno-cultural education of preschool children, the technology of structuring content, selection of effective methods, techniques, forms and means of ethno-cultural education of preschool children. They learned to analyze regulatory documents, partial programs, methodological guidelines on the problem of the introduction of the values of history and culture of native land to preschool children.

Thus, the research performed within the framework of the UNESCO Chair's activities led to the conclusion that the content of the Ossetian national preschool education should be intercultural and include three interrelated components:

- National component, providing an opportunity for self-identification as a representative of the Ossetian national culture;
- Intercultural one, creating the conditions for the entry of a person into an equal dialogue with representatives of all-Russian culture;
- General component, ensuring the inclusion of a person in global cultural space.

The educational activities of a preschool educational organization within the framework of a multicultural approach, in the conditions of the Republic of North Ossetia-Alania, are aimed at mastering the general cultural heritage of Russia, establishing a connection between the universal and specific national components, knowledge of cultural traditions, achievements of native village, city, region, region and country as a whole (Gazaeva, 2017).

It is necessary to note that one of the prerequisite of the development of cultural heritage by a preschool child is a fairly good command of the language of native people, which is a basis for the preservation and development of the language in the implementation of its educational function. According this, the most important direction of the language policy is the creation of a full-fledged education system in the Ossetian language, ensuring the transmission of national culture and significant social and historical experience, openness to other cultures, intensive ethno-cultural exchange, the multicultural nature of education and international educational standard. Functional bilingualism involves teaching some of the subjects in their native language, some in Russian and is complemented by a different ratio of the languages at different educational levels. The model of multicultural preschool education is implemented in two versions: “Ossetian-Russian”, where the native language of a child is the primary language and Russian acts as a secondary language; and “Russian-Ossetian”, where the primary language is Russian and the Ossetian language is secondary.

The analysis of the research showed that the provision of the modern level of quality of preschool education is directly dependent on the professional level of teaching staff. The upbringing, education and

development of children are carried out by more than 3,000 thousand teachers of preschool education, 51.3 % of them have higher education and 48.7 % have specialized secondary education.

83 % of teachers of the republic have completed advanced training in additional professional programs with the introduction of the requirements of the Federal State Educational Standard of preschool education, as well as in connection with the introduction of the professional standard “Teacher”, which defines the new functions of the teacher of preschool education.

The problem of the provision of modern conditions for preschool education for a separate category of children with special educational needs, including challenged children also remains relevant in the Republic. In the republic, the experience of the creation of inclusive groups in kindergartens of general developmental orientation is being formed. Thus, the architectural accessibility (ramps, handrails were installed, doorways were expanded, bathrooms, relaxation rooms, etc. were adapted) was created in 29 kindergartens of the republic. In general, a barrier-free environment was created that allows challenged children to communicate with healthy peers. The sanatorium orphanage was redesigned into a preschool educational organization of compensating type “Kindergarten Sun” for 50 places for challenged children.

The inclusion of challenged children in the general educational

## 6. Findings

The experience of the creation and realization of MMME is widely implemented during the international scientific and practical conference “Multilingual education as a basis for preserving the linguistic heritage and cultural diversity of mankind” with the publication of a collection of scientific articles (2006–2021). This conference takes place on the basis of North Ossetian State Pedagogical Institute.

The accumulated practical and theoretical material of the activities of the institute and basic educational organizations that implement this model allowed the creation of a scientific school “Multilingual model of multicultural education” within the framework of which 3 doctoral and 11 master's dissertations were prepared and successfully defended. In addition 41 monographs, 98 educational and methodological guidelines were published. More than 100 articles were published in journals included in the list of issues recommended by the Higher Attestation Commission of the Ministry of Education and Science of the Russian Federation.

The effectiveness of the scientific school in the field of preschool education is confirmed by the assessment of monographs, manuals, electronic teaching aids which received the following awards in competitions for the best scientific publication:

- The Laureate Diploma of the All-Russian competition for the best scientific book of 2013 in Sochi, the Foundation for the Development of National Education (Dzidzoeva et al., 2013);
- The Laureate Diploma of the international competition “The best scientific book in the humanitarian sphere” of 2014 in Vyatka (Gevorkyants et al., 2014);
- The Laureate Diploma of the All-Russian competition for the best scientific book of 2015 in Sochi, the Foundation for the Development of Russian Education; Laureate of the XIV Interregional Festival-Competition “Altar of the Fatherland”, the 1st Degree, Moscow, Balakhna (Dzidzoeva et al., 2020);



- The Laureate Diploma of the XIV interregional Festival-competition “Altar of the Fatherland”, Grand Prix at “Education of a preschooler in the world of culture of his native land” (based on the materials from the Republic of North Ossetia-Alania), teaching aid, Ural Federal University, Saratov (Dzidzoeva & Krasnoshlyk, 2019).

The teaching staff is trained within the framework of bachelor's degree training program 44.03.01 Pedagogical education, Preschool education, 44.03.05 Pedagogical education, “Preschool education”/“Native language and literature” and Master's degree training program 44.04.01 Pedagogical education, “Quality management of preschool education”. The proposed system allows strengthening the linguistic component of the main educational program and solving the problem of training teachers for MMME. In order to form competencies in the field of pedagogical activity in a multilingual and multicultural environment, the curriculum includes the following courses: “Theoretical foundations of multilingual and multicultural education”, “Ethno-pedagogy and ethno-psychology”, “Education of ethics of interethnic communication”, “A child in the world of culture of his native land”, “Ethno-cultural education of preschoolers”, etc.

Pedagogical practice (industrial and educational) is the basis of professional competencies in the implementation of MMME, which is aimed at the provision of psychological and pedagogical support for bilingual children in mastering two state languages, which creates equal starting opportunities for future first-graders by the time they are in elementary school.

It is necessary to note that the topics of coursework and graduation qualification works of students are carried out within the framework of the main activity of the formed scientific school of NOSPI “Multilingual model of national education”: “Introduction of senior preschool children to game culture of the Ossetian people as the basis of multicultural education”, “Ethno-cultural environment as a condition to strengthen the health of children of senior preschool age”, “Formation of ideas about small towns in North Ossetia among children of the preparatory group”, “Formation of friendly relations among children of senior preschool age in a multinational kindergarten”, “Education of the foundations of civic consciousness in the process of artistic and visual activities in children senior preschool age”.

## 7. Conclusion

Thus, the implementation of the multilingual model of multicultural preschool education in the ethno-cultural space of the region is carried out during the professional training of bachelors and masters seems promising, since it allows maximum satisfaction of the need of educational organizations for teaching staff ready to be introduced into the educational activities of students in different models of education, taking into account the needs of the national republic. This training is based on the formation of ethno-cultural competences such as: the ability to navigate in a variety of management tools and methods of ethno-cultural education of children in a preschool educational organization, the ability to work independently in an open information and communication space, the ability to determine innovative ways and means of studying the specifics of the process of ethno-cultural education of preschoolers, the ability to integrate information technologies into the management of the quality of ethno-cultural education in a preschool educational organization and flexibly respond to the educational needs of society

and take optimal solutions in the choice of the means to satisfy them; the ability to transform its innovations into the process of ethno-cultural education of preschoolers and accumulate ethno-cultural experience with a focus on the values of a humanistic democratic society.

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