

PEDAGOGICAL ASPECTS OF SOCIO-CULTURAL ACTIVITIES IN THE CONTEXT OF THE FORMATION OF PRESCHOOLERS' INFORMATION CULTURE

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Abstract: *A modern child from birth becomes a consumer of a variety of information coming from all sorts of sources. That is why children today are the most unprotected, unprepared for the use of various kinds of information. In this connection, the formation of the foundations of the information culture, beginning precisely from the preschool age, and continuing acquaintance with the surrounding world and phenomena with the gradual expansion of the horizons of knowledge becomes urgent. In the article, conclusions were drawn that social and cultural activity has unlimited possibilities for realizing the potential in the formation of the foundations of the information culture of children of the senior preschool age. It is able to provide continuous updating of the content, forms, methods and means of involving preschoolers in the world of culture.*

Keywords: socio-cultural development, information environment, preschool period, the basics of information culture, communication skills.

A feature of the current stage of the development of society is the rapid increase in the flow of information, the improvement of information technology and computer technology. Creators and at the same time consumers of information products are people of different ages, education and social status. Experience shows that today, information flows directly or indirectly involve not only adults, but also children of older preschool age. A modern child from birth is surrounded by a rich information environment. He becomes a consumer of a variety of information coming from all sorts of sources, as his sensitivity to any information is based on curiosity and curiosity, genuine interest in everything new and unexplored. That is why children today are the most unprotected subject, unprepared for the use of various kinds of information, which in its content can be both creative and destructive. Accordingly, there is an increasing interest in justifying the role and importance of information as the main product and resource of the culture of modern society. In this connection, the formation of the foundations of the information culture, beginning precisely from the preschool age, and continuing acquaintance with the surrounding world and phenomena with the gradual expansion of the horizons of knowledge becomes urgent.

The essence of the pedagogical potential of socio-cultural activities in the formation of the basics of the information preschooler is defined as the joint entrance of the child together with the teacher into a modern information and cultural environment with the aim of bringing to culture a rich culture and cultural values.

As a result, the process of familiarizing preschool children with cultural values takes place, and the basis for its content is the development of pupils' active, interested attitude to a rich source of information-the spiritual heritage of the national culture, the correct understanding, the assimilation and use of information.¹

The subject of pedagogical interaction is the process of identifying interests, goals, opportunities and ways to overcome life problems, occurring in the course of joint activities with the child and with the aim of achieving the desired results in teaching, self-education and communication. And the main thing in this is not only the fact that the mechanisms of self-education and self-education form, the abilities inherent in everyone are maximized, the features of the child's personality are taken into account, but the fact that in the process of mastering the culture and in the development of universal abilities of children of the senior preschool age, the imitation mechanism is important as one From the paths of penetration into the semantic structures of the cognitive activity of the preschool child. In the early stages of its development, imitating the surrounding people, the child learns the generally accepted ways of behavior, regardless of the characteristics of the communicative situation. As the intellectual activity of the preschool child intensifies, enrichment of the semantic social interaction spectrum is observed, the value of each rule and norm is realized, and their application begins to be grouped on the basis of the information received. The child's actions, acquired up to this point at the level of mechanical imitation, receive a new, socially filled meaning. However, on the one hand, the adoption of the value of socially-directed actions means the emergence of a new mechanism of social development-regulatory regulation, whose influence at preschool age is difficult to assess.

On the other hand, the mechanisms of action of values are still not entirely understandable for the preschooler. Since most values are initially perceived by him as simple axioms and „*can-impossible*”, „*good-bad*” rules, it is necessary to create a cognitive situation in which the value

¹ A. A. Zharkova, „Development of personality in conditions of socio-cultural activities: a paradigmatic approach”, in *II Bulletin of MGUKI*, no. VI, 2010, pp. 90-98.

system will be manifested by means specific for children's subculture (for example, a fairy tale for preschoolers). The child will be able to realize it in various types of daily activities (for example, in games, holidays, rituals of daily life, in real contacts or with adults, or with their peers), as well as when acquainting with samples of other types of cultures (that is to feel that values have a common basis). It follows that the most important task of forming the foundations of the information culture of preschoolers is not only to give them information at the level of knowledge, but also to help comprehend values, saturate with individual meanings, accept them as their most important life attitudes, and teach them to be used practically. Such an understanding and assessment of the systems of universal values, in turn, form the basis of the information culture of preschool children. At the same time, it is necessary to take into account the pedagogically organized socio-cultural interaction between the subjects, different spheres, phenomena and processes of social life in the process of socio-cultural activity.

It is important that in the process of pedagogical influence of socio-cultural activity on the formation of the basics of the information culture of a preschooler, he acquires life experience, saturated with new emotions and content, consolidates knowledge of forms of communication and interaction, expands vocabulary, acquires social skills, achieves a positive emotional state.

The importance of the formation of the personal information culture is fully understood, as evidenced by the growing interest in the problem. The expansion of the use of information technologies has actualized the problem of the formation of an information culture. Considering the problem as interdisciplinary, its research is carried out by representatives of many fields of knowledge-librarians, informatics specialists, sociologists, philosophers, educators. However, united by common interests, they consider different phenomena.²

At the same time, the problem of its formation in preschool children has not been adequately studied. Preschool age is the period of the child's initial socialization, establishment of relationships with various aspects of life, and familiarizing the little person with the world of culture.

The child, like no other, needs accessible, understandable and necessary information, thanks to which he gets an idea of the world,

² M. Cole, P. Hakkarainen, M. Bredikyte (eds.), *Culture and early childhood learning*, Montreal/Quebec, Encyclopedia on Early Childhood Development/Centre of Excellence for Early Childhood Development, 2010, pp. 1-6.

learns to think and analyze, develops his abilities, memory, imagination. The basis for this is children's books, television programs for children, developing computer games.

But at the same time, universal computerization has generated a number of problems. This is primarily a decline in interest in reading, which is an indicator of the overall culture of society, and, as a consequence, a decrease in the level of literacy. Because of the large flow of low-quality video production, values that accumulated over the centuries began to lose. The reason for this negative trend is the uncritical perception of information, the underdevelopment of the mechanisms of personal reflection and self-regulation. All these problems the child cannot solve independently. An adult needs to critically assess the situation, learn to isolate the positive and filter out the negative in the current situation.

It is necessary to teach this to the child. Therefore, one of the main tasks of modern pedagogy can be distinguished formation of the information culture of a preschool child.

Information culture as a component of the general human culture is responsible for the functioning of information; The process of harmonization of the internal world with the development of socially significant information; Information activity of a person, the basis of which are clear value guidelines. In view of the insufficient knowledge of this problem, it is difficult to determine which components of this multifaceted concept are priority for the child of preschool age.

Literature review

The pedagogical aspect of socio-cultural activity in the process of forming the foundations of the information culture of children of senior preschool age is also associated with the work on developing communicative skills that are most intensively formed in the preschool period due to active communication with peers and the emergence of a system for evaluating oneself, others and the world around. Not for nothing in the works of well-known psychologists A. N. Leontiev, V. V. Davydova, M. I. Lisinoy, B. F. Lomov's special role is assigned to communication as one of the most important sources of spiritual and mental development of the preschool child. Indeed, for every child of senior preschool age it is important to be accepted by peers, to meet their expectations. It is in the process of contacting with peers that personal, business, appraisal and other relationships can be built, conflict

situations may arise and be resolved, may be questioned, or be found in joint activities. To help children in such a complex process, it is necessary to skillfully develop the communicative skills of preschool children by means of social and cultural activities: to teach them to communicate with their peers, to listen carefully and understand others, to create the ability to empathize, to enjoy the successes of others, to become upset if it fails, who needs it. The ability to understand and empathize with others is the most important factor in the development of the preschooler's personality, its improvement, both in the communicative aspect and in the information aspect, since communication with others is a very significant source of information.³

The potential of socio-cultural activity, which contributes to the formation of the foundations of information culture, as mentioned earlier, is associated with the competitive-game orientation of cognitive, cultural, educational and artistic-creative activities that contribute to the satisfaction of the preschooler's need for creativity, activity, knowledge, communication. It is a game for children of this age is the most fascinating occupation and at the same time an effective means of forming the foundations of information culture. Defining the role of the game as a means of socio-cultural activity, M. S. Kagan notes: „*The game is a system-forming force that ensures the originality and integrity of the culture of childhood. It has an intrinsic value due to its undeniable uniqueness as a means of socialization and socio-cultural development of the preschooler's personality*”.⁴

One of the effective forms of socio-cultural development of motivation in preschool children to deepen knowledge based on the information received is the use of various competitions and games-competitions. Competitive nature, which is the basis of the competition, activates cognitive activity, increases interest in acquiring knowledge, is a prerequisite for self-improvement and self-realization of children. At the same time, competitiveness, rivalry is an inner spring of the untwisting of creative forces, stimulation to search and discovery. Skillful use by the teacher of the method of competitiveness in gaming activity aims children to win, stimulates their initiative, encourages to do the task better, teaches to show strong-willed efforts and dedication.

³ A. N. Leontiev, *Psychological development of the child in the preschool age*. In *Questions of psychology of the child of preschool age*. St. Petersburg, 2003, pp. 4-15.

⁴ M. S. Kagan, „Attitude to childhood as a phenomenon of culture. Children of the North”, in *Abstracts and reports of the IV International Conference „The Child in the Modern World”, October 8-10, 1997*, St. Petersburg, 1997, p. 16.

Thus, the game has valuable properties as a means of socio-cultural activities: in addition to fixing the knowledge and ideas already available to children, the game is also a kind of active cognitive activity, in the process of which preschoolers are enriched with new knowledge under the guidance of the teacher.

According to the theory of J. Piaget,⁵ the child learns in the process of playing with the objects surrounding him. And being by nature a very gifted disciple, can gradually lose the taste for learning because of fear or unwillingness to learn, underestimating his abilities. And here the process of organizing training is important. A computer is, first and foremost, a tool capable of giving the learning process a natural, non-formalized character. A computer can change the nature of the teaching - not something specific, but the teachings in general - make it more interesting and effective, and the resulting knowledge - more profound and generalized. The starting points here are the children's natural curiosity and the means to satisfy this curiosity.

There are several types of motivation for the activities of children at the computer:

- A) interest in a new, mysterious subject - a computer;
- B) research motive (desire to find answers to questions);
- C) the motive for successful cognitive tasks.

If the child is the architect of his own intellect, then he must have at hand all that is necessary for the work, and above all, the „*transitional objects*” that serve as metaphors, through which the experience of bodily manipulation with things in Conceptual generalizations and abstractions.

Information is any kind of information about objects, facts, concepts of the subject domain. Hence, in the context of „*information culture*” can be understood as the ability to perceive and transform any kind of information.

Domestic and foreign researchers, such as S. Novoselova, I. Pashelite, S. Papert, J. Horwitz,

G. Petka, B. Hunter and others, pay great attention to the use of information and communication technologies in preschool education and its role in personal development.

At the present stage, familiarization with the information culture of children of the senior preschool age is not only a necessity of the times, but also a necessity, since „*software allows individualizing learning*”.⁶

⁵ J. Piaget, *Speech and thinking of the child*, Moscow, Pedagogy-Press, 1994, p. 25.

⁶ S. V. Guriev, *Information computer technologies in the physical education of preschool children: methodology, theory, practice*, Ekaterinburg, 2008, p. 123.

A computer can change the nature of the teaching - not something specific, but the teachings in general-and make it more interesting and effective, and the resulting knowledge-more profound and generalized⁷.

The concept of „*information culture*”, including the spiritual culture, implies the integrity of the educational process. Formation of the information culture is „*an uncontrollable process*”, it is structured, organized and strengthened with the purposeful development of the culture of the individual by the systems of education and upbringing. However, without a clear idea of the content of the information culture, these systems operate chaotically.⁸

Children of 5-6 years of age have a situational and business form of communication with peers. When working with a computer, they consult, help each other, communicate, which promotes communication between them, enriching speech, prepares for schooling.

Thus, one of the conditions for the formation of the foundations of information culture in children of senior preschool age is, in our opinion, the use of information and communication technologies in the educational and educational process of preschool institutions. But the success of this process is possible if the computer means become significant in the child's activity,

That is, they will be used in communication, play, feasible work, design, in artistic and other forms of productive creative activity.

Integration of traditional pedagogical and new information and communication technologies will allow raising preschool education to a new level of quality.

However, concrete ways and ways of solving this problem remain insufficiently developed.⁹ These questions are also poorly reflected in pedagogical science. The use of information and communication technologies is characteristic for many regions of the Russian Federation, but despite the existing experience of teachers in this direction, the pedagogical conditions for the formation of the foundations of information culture in children of senior preschool age have not yet been determined.

⁷ M. V. Hrapataya, „Pedagogical conditions for the formation of communicative competence and information culture of pupils of the school”, in *Siberian Pedagogical Journal*, no. XI, 2008, pp. 248-254.

⁸ Idem, „Pedagogical conditions for the formation of communicative competence and information culture of pupils of the school”, in *Siberian Pedagogical Journal*, no. XI, 2008, pp. 254-255.

⁹ A. Göncü, S. Gaskins, *Play and development: Evolutionary, sociocultural, and functional perspectives*, Mahwah, NJ, Lawrence Erlbaum Associates Publishers, 2007, p. 45.

To solve this problem, it is necessary to create interactive educational resources for children of senior preschool age.¹⁰ The content can be made available material of any kind and direction, but only on the basis of systematic work preschoolers can learn to perceive and transform information. The problem is to determine the range of opportunities and features of the application of information and communication technologies in the educational and educational process of preschool institutions that influence the formation of the foundations of information culture in preschool children.

Results

It should be noted that the means of socio-cultural activities are closely related to the means of cognition, which include all the available objects and processes necessary as a source of cognitive information and tools for assimilating the content of cognitive material, the development and upbringing of preschool children. In turn, they are divided into artistic expressive, psychological-pedagogical, mass media, graphic, visual, technical, material, financial means.

The word, as is known, is the most significant element of artistic expressive means. The artistic word is a magical world in which every child and a source of information about the surrounding immersed himself with pleasure, at the same time it is a necessary condition for the child's inner world to be formed, and the creative beginning in him. The art of a word reflects reality through artistic images, shows the most typical, comprehending and generalizing real life facts. The ego helps the child to learn life, form his attitude to the world around him.

The mass media have a significant influence on the formation of the foundations of the information culture of preschool children. Television, radio, print, the Internet, advertising have become the main sources of information that form the inner world of the preschooler, as modern children in their free time contact mainly with the media.

Methodologically competently selected by the teacher means the children have a keen interest in learning new information, form arbitrary memory and attention, the prerequisites for the development of logical thinking.¹¹

¹⁰ K. Hirsh-Pasek, R. M. Golinkoff, L. E. Berk, D. Singer, *Mandate for playful learning in preschool. Presenting the evidence*, New York, Oxford University Press, 2009, p. 120.

¹¹ L. A. Jensen, *The Oxford Handbook of Human Development and Culture: An Interdisciplinary Perspective*, Oxford, Oxford University Press, 2015, p. 26.

Using such visual aids as colorful books, children's magazines with fascinating stories, poems and cognitive games in the process of forming the foundations of the information culture, allows children to develop visual memory, spatial imagination, and creative thinking.

The peculiarity of the use of technical means by a teacher in socio-cultural activities is characterized by the following qualities: interactivity, multimedia (representation of objects and processes with the help of photo, video, graphics, animation, sound), communicativity (the possibility of direct communication, efficiency of information representation), productivity. It should be noted that all funds are closely interrelated and interdependent. So, the choice of their application in the process of socio-cultural activity depends on the nature of the content, purpose and thematic focus of activity, on the psychological and pedagogical characteristics of the object of influence.

Socio-cultural activity, in its essence, differs in a creative direction, is focused on the preschooler, on an exhaustive disclosure of the spiritual and creative potential inherent in it. In the course of this, social and cultural relations and connections between people, the people themselves and the real reality surrounding them are gradually forming.

According to V. T. Kudryavtsev, culture, turning into the content of children's activities, does not become a subject of purely didactic interest, it acquires an objectively new function of the material on which the child makes an orientation in the sphere of human relations.¹² However, the process of the social development of preschool children presupposes not only and not so much the child's acquisition of cultural values, as the formation of one's own attitude towards it, the transformation and transformation of cultural values into personal interpersonal achievements. From our point of view, in the process of forming the foundations of the information culture through means of socio-cultural activities, the following can be defined:

-activity-creative features that are manifested in the possibility of including preschool children in various types of creative activity, are related to their inclinations and interests, are aimed at moral, artistic and aesthetic education, in the course of which the spiritual and physical potential changes and develops, the acquired knowledge and skills become Beliefs and values;

¹² V. T. Kudryavtsev, „Creativity is the language of culture: how does the child get hold of it. Preschooler”, in *Methods and Practice of Education and Training*, no. VI, 2012, pp. 5-13.

-socio-cultural features, manifested in the construction of the educational environment of preschool institutions, the establishment of a favorable psychological climate, reflecting the qualitative aspect of interpersonal relations, the fact of developing the creative potential of preschool children in accordance with their desires and inclinations;

-individual-differentiated features associated with the diagnostic study of individual, personal and pioneer characteristics of preschool children, taking into account information about their cultural interests, which are the reason for choosing an individual-oriented content of means, forms, methods of social and cultural activity.

Discussion

For the preschooler, the main way of development is the accumulation and generalization of one's own sensory experience, based on visual representations, the realization of inner purposefulness and the constant need for obtaining the necessary information, and using different ways of action aimed at replenishing and deepening knowledge. An important feature of cognitive activity lies in the fact that it is aimed at mastering the child's generalized methods of action, on the decision of personality-significant for the preschooler cognitive problems. It is precisely these generalizations aimed at developing the child's interest in the process of cognition, which can become the basis for the full development of the preschool child.

The main function of the teacher at this age stage is to adapt the child to life in the surrounding macrocosm, developing significant abilities for cognition, concrete actions and manifestation of the attitude towards the microcosm as a whole.¹³ The formation of the basis for the information culture of a preschool child is not so much through the transfer of certain knowledge and ideas to him, but rather through the creation of a teacher in such a problem situation in which the motivated motivation for finding, absorbing the necessary information to update cognitive experience comes from the children themselves.

The peculiarity of the problem-oriented orientation of cognitive activity is that it promotes the awakening of the cognitive need, which brings the process of formation of the foundations of information culture closer to the process of creative thinking, where not only the

¹³ V. S. Bezrukova, *Pedagogy: Textbook. Allowance*, Rostov-on-Don, Phoenix, 2013, p. 145.

assimilation of the results of cognition, but also the ways of joint creative activity is supposed.¹⁴

Another component of the cognitive process is the preschooler's attitude to information. The information obtained leaves a certain emotional trace in his soul, which we call the „*attitude*”, that is, in the process of perception of information the child has a certain attitude to the information, facts and events that he has mastered. Due to age and psychological characteristics of children of the senior preschool age, their attitude to information is different in their perception. If the information is primary for an adult, and the attitude to it is secondary, since adults express their attitude to something only if they have knowledge about it, then the children have the opposite picture. For them, as a rule, the relationship is primary, and information is secondary, that is, they tend to know what interests them. Therefore, in the process of cognitive activity in order to effectively assimilate certain information to children, the teacher must first form a positive attitude toward children in the information that he wants to convey to them, and then present the information itself, thereby creating a strong foundation, which is easily superimposed in later knowledge.¹⁵

Experience shows that the need for information appears when the target chosen by the child cannot be achieved without additional sources. Therefore, it is necessary to create situations in which preschoolers need to search for information in order to carry out the assigned task.

One of the mechanisms of successfully implemented cognitive activity is the creation of a personally developing situation as one of the aspects of the overall personality oriented direction of development and education of preschool children, aimed at the formation of cognitive interest. The goal of creating a personal situation is to change the attitude towards the knowledge of the preschooler himself due to the fact that it is oriented toward his individuality.¹⁶

In the process of creating a personally developing situation, special attention is paid to working with the cognitive question of the child. Asking a question, he shows interest, desire and intention to cooperate, at the same time, the child opens for a new one, prepares to interact with

¹⁴ N. V. Bordovskaya, *Modern educational technologies* (2 ed), Moscow, KNORUS, 2011, p. 76.

¹⁵ M. A. Ariarsky, „Conditions for the realization of the creative potential of a culture of the creative-information era”, in *Bulletin of the Moscow State University of Culture and Arts*, no. I, 2014, pp. 20-28.

¹⁶ L. S. Podymova, V. A. Slastenina, *Pedagogy: a textbook for bachelors*, Moscow, Yurayt Publishing House, 2014, p. 226.

another, still unknown, becomes a research position. The peculiarity of working with the question is the focus on drawing up such questions and tasks that are addressed to the preschool child personally, to his actual interests. Work with the issue includes three stages: choosing the topic of interest, narrowing the topic to the question, offering options for solving the problem. After the formulation of the cognitive question, children are asked to draw up a „*map of interest*”, which could help in collecting information. Drawing up such a card requires a preschooler to collaborate with adults in an active and meaningful search, which includes the following steps: determining the source of information; Search and obtain the necessary information; Understanding and ability to extract useful information for solving personal problems; Application of information.¹⁷

The success of creating a personally developing situation by a teacher is possible with his skillful selection of a problem that represents a certain life situation and is related to the interests and experiences of children. At the same time, the chosen problem should take into account the availability of certain knowledge, ways to solve the problem associated with difficulties, as well as the child's desire to overcome these difficulties, which causes the generation of new thoughts based on the available knowledge and methods. With joint activity, the attention of preschool children is directed precisely at the methods of action, on the process of achieving results, on the exchange of knowledge, emotions, and not only on the result itself.

The process of formation of the cognitive activity of preschool children on the basis of the information received consists of several stages. The first stage is characterized by single, inaccurate, general representations of children. Children do not establish consistent and temporary connections between the phenomena, do not distinguish their essential features, experience difficulties in verbal characterization of images and events, but a differentiated attitude to „*good*” and „*evil*” in social phenomena is already observed.¹⁸

At the second stage, there are first generalizations that are closely related to specific visual images, elementary cause-and-effect relationships between events are established, but children often make mistakes in establishing the time sequence of events, when defining

¹⁷ N. E. Dowd, D. G. Singer, R. F. Wilson, *Handbook of Children, Culture, and Violence*, Sage Publications, 2006, p. 56.

¹⁸ M. A. Lukjanova, *Didactic maintenance of formation of basic information culture of schoolchildren in establishments of additional education of children*, Kazan, 2012, p. 11.

essential features, mix them with insignificant ones, although the verbal characteristics of representations become More clear and complete, and preschoolers knowingly and clearly express their attitude towards phenomena and people.

At the third stage, children's representations have a generalized character, single ideas are interrelated, there is a desire for systematization, justification of new knowledge, and skills are acquired to independently apply the knowledge gained in accessible practical activities. Children of preschool age knowingly establish the causal relationship between the events of social life and natural phenomena. Verbal characteristics are characterized by imagery, logic, the forms of expressing attitudes to the phenomena of social life become more diverse.

The pedagogue's skillful combination of various forms of gaming activities for preschool children, the regular and varied use of such types of games as subject-role, director, developing, subject and computer create the most favorable conditions for the development of emotional, epistemological, hedonistic, intellectual and psychological motivations underlying the motivational-personal component of the cognitive interest of the preschooler. In addition, this combination in the most secure (and therefore most effective) form unites the reflective-communicative activity of preschool children with the creative-active component of their information culture.

Conclusion

Synthesis of all the above means, forms, methods and characteristics of socio-cultural activities constitute the methodological basis of pedagogical assistance to the formation of the basics of the information culture of the preschool child, which makes it possible to identify the sources of the interrelation between social and personal factors in the development of the preschooler's personality, the interaction of the adult and the child, and the interrelationship of different types of child activities. Proceeding from the foregoing, it should be concluded that social and cultural activities have unlimited potential for realizing the potential for forming the basis of the information culture of children of the senior preschool age and can provide continuous updating of the content, forms, methods and means of involving preschool children in the world of culture.

