



## Theoretical and Methodical Foundations of Supplementary Education for Children by Means of Art in the Multicultural Region

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### ABSTRACT

Relevance of the research is emanating from the ethno-cultural and multicultural orientation of education, contributing to accustoming the younger generation to the culture of their people and other peoples of Russia and the world. A special role in accustoming students to the culture of different peoples is played by supplementary education, as it creates optimal conditions to ensure continuity in the transmission of cultural traditions. Therefore, this paper is meant to identify the theoretical and methodological foundations of supplementary education for children by means of art in a multicultural region. The leading approach to the study of this problem is a logical approach, which allows for a multifaceted examination of the pedagogical foundations and the scientific and methodological aids of supplementary education for children by means of art in a multicultural region. The paper outlines the goals and objectives, clarifies the principles and substantiates the content, identifies the methods, forms and technologies of supplementary education for children by means of art in a multicultural region. The developed materials have practical value for designing supplementary education in a multicultural region, as may serve as a basis for the formation and development of a multicultural personality loving their big and small Homeland, having a civic and ethnic identity, and ready for inter-ethnic and intercultural communication.

### 1. Introduction

Currently, the ethno-cultural and multicultural orientation of personal education is particularly relevant, contributing to accustoming the younger generation to the culture of their people and other peoples of Russia and the world, formation of a multicultural personality capable of successful functioning in the multi-ethnic and multicultural space [1], revival of the culture of different ethnic groups, preservation of their cultural identity in the context of globalization [2].

In connection therewith, the educational community should become more active in the socio-cultural plane [3] and focus on ensuring a civilized coexistence and humane communication between the ethnic groups, formation among their representatives of ethnic identity [4] and ethno-cultural tolerance while preserving and developing national cultures and accustoming the younger generations to such cultures [5]. Among the students the firm



understanding should be inbred that their own culture is only one of the plenitude, and tolerance should be developed towards other people's way of thinking and behaving [6]. C. Taylor points out that "another culture has its own rationality, and encapsulates certain aesthetic and ethical values" [7]. Ultimately, as highlighted by F. Erickson, for people in complex multicultural societies, development and maturity include "reconciliation with the diverse inner voices and cultures" [8].

A special role in the ethno-cultural and multicultural education should belong to the supplementary education for children. The Federal Law On Education in the Russian Federation states that **supplementary education** is "a type of education aimed at comprehensive provision for the educational needs of a person in intellectual, spiritual, moral, physical and/or professional development and is not leading to the higher level of education" [9]. The Concept for the Development of Supplementary Education for Children notes that "human upbringing begins with instilling in children the values and traditions of the multi-ethnic culture of the Russian people" and that "supplementary education creates conditions for fostering tolerance and ensuring continuity in the transmission of cultural traditions and practices" [10].

## 2. Literature Review

Supplementary education is discussed in detail in the works of Berezina V.A., Buylova L.N., Golovanova V.P., etc. [11, 12, 13]. As researchers note, the priority areas and activities in the system of supplementary education for children among girls are arts, especially music and vocals (50.9%), choreography (30.9%) and applied art (29.1%), the boys are most interested in sports (25%) [11].

These data show the importance and necessity of developing the system of supplementary education for children by means of art. **Supplementary education for children by means of art** is a complex multilevel pedagogical process aimed at the organization of active, conscious, cultural and personal development activities for children on the basis of the effects of artistic culture in the institutions of supplementary education.

The upbringing of children by means of art is the focus of attention of domestic teachers and researchers [14, 15]. The challenges of introducing children to the folk art were dealt with by Baklanova T.I., Kupriyanova L.L., etc. [16, 17].

The importance of ethno-cultural and multicultural orientation of education for the younger generation is confirmed by many documents adopted by the global community [18], as well as by the works of a number of scientists [19, 20, 21, 22].

Supplementary education of children by means of art in a multicultural region plays a great role in the nurturing of love and respect for the big and small Homeland, "cultivation and use of positive values and attitudes" by all participants of the educational process [23], it is aimed at preservation of ethnic and ethno-cultural characteristics of an individual, progressive folk art traditions, technologies of folk art creativity and is intended to bolster such qualities of an individual as ethno-cultural identity, ethno-cultural tolerance, ability to intercultural communication and interaction, mutual enrichment and mutual understanding of people representing different ethnicities [24]. Studying, preserving and transmitting to students the art of the peoples of their native land, Russia and the world through the educational process is an important condition for raising a decent citizen of Russia and representative of the ethnic group and the world [25].

## 3. Research Methodological Framework

The research purpose is to identify the theoretical and methodological foundations of supplementary education for children by means of art in a multicultural region. The tasks: To identify the pedagogical foundations for



supplementary education for children by means of art in a multicultural region (goals, objectives, principles and content) and the scientific and methodological aids (methods, forms and technologies) of supplementary education for children by means of art in a multicultural region.

The methodological guidelines were complex, dialectical, comparative, logical, hypothetical and deductive approaches, theoretical analysis of scientific literature, generalization, systematization and classification of research results. The special methodology of this research has been represented by the principles of dialogue between cultures, tolerance and integrativity.

#### 4. Findings and Discussion

##### 4.1. Pedagogical foundations of supplementary education for children by means of art in a multicultural region

Pedagogical foundations of supplementary education for children by means of art in a multicultural region include the goal, objectives, principles, content.

**The goal** of supplementary education for children by means of art in a multicultural region is the formation and development of a multicultural personality loving their big and small Homeland, having a civic and ethnic identity, and ready for inter-ethnic and intercultural communication, appreciating regional, national, ethnic artistic culture and engaged in active, conscious, culture-creative and personal-developing activities on the basis of the effects of artistic culture of the region in the institutions of supplementary education.

**Tasks** addressed by the supplementary education for children by means of art in a multicultural region are as follows:

1. Develop civic identity, patriotism, a sense of personal responsibility for their small and big Homeland, a willingness to work for its benefit, develop the artistic culture of the region and the country, develop an ethnic identity by exploring the folk culture.

2. Develop the ability for inter-ethnic and intercultural communication, ethnic and ethno-cultural tolerance, a sense of respect for peoples and their cultures, introduce the artistic values of the peoples inhabiting Russia and the world, and spark interest in them.

3. Cultivate by resorting to folk pedagogy the spiritual and moral qualities, a sense of harmony with the world, nature, society and people, and a humane attitude to people, and promote the preservation of physical and mental health and the development of creative powers and abilities in the course of ethno-musical activity.

4. Provide an overview of the life, history, traditions of the ethnic groups living in the region, the country, the world, composers, artists, the writers creatively transforming ethno artistic traditions in professional creativity, performers of folk music, promote acquisition of knowledge on musical folklore, verbal-poetic and decorative-applied art of ethnic groups.

5. Promote the acquisition of knowledge, skills and abilities to perform folk songs, play folk musical instruments, perform folk dance movements, and produce items of decorative and applied arts.

6. Develop the ability to create projects, to carry out musical and local lore, research activities in order to study the artistic culture of the peoples inhabiting the region, Russia, the world, the ability to use the Internet, information and communication technologies for exploring the art of the region.

Principles that define supplementary education for children by means of art in a multicultural region are as follows: *the principle of humanism; the principle of ethnoculturalism* [25]; *the principle of ethnic and ethnocultural tolerance; the principle of dialogue between cultures; the principle of cultural creativity* [20].

#### 4.2. Content of supplementary education for children by means of art in a multicultural region

The content of supplementary education for children by means of art in a multicultural region includes *experience of emotional and value attitude to reality, knowledge, skills and experience of creative activity*.

*Experience of emotional-value attitude to reality* is gained on the basis of social, moral and aesthetic ideals of peoples, reflected in the art. The gained experience of emotional-value attitude to reality in the process of supplementary education of children by means of art in a multicultural region includes such value orientations as: love to the Homeland, ability to live in peace and harmony, respectful attitude to people around, to representatives of other ethnic group, ability to admire the nature, craftsmanship, beauty, diligence of people, to sympathize for their troubles and problems, to show love to children, parents, to honor heroes, etc.

The content of supplementary education for children by means of art in a multicultural region includes *ethno-cultural and ethnoartistic knowledge*: knowledge about the originality of art of the peoples inhabiting the region, Russia, the world, the peculiarities of the artistic language of different peoples, the interrelation of Russian art and the art of other peoples, the genres of musical folklore of their people, the Russian people and other peoples of the region and Russia, folk songs, dance movements, folk instruments, performers of folk music; knowledge of decorative and applied arts, national artistic culture samples.

The content of supplementary education for children by means of art in a multicultural region includes *ethno-cultural and ethnoartistic skills*: to identify the emotional and figurative essence and means of artistic expression in the pieces of folk and professional art written in the folk style; to perform folk songs, national dance movements; to play the simplest folk musical instruments; to produce works of decorative and applied art, widespread in the region (embroidery, beading, pottery, woodcarving, etc.).

The content of supplementary education for children by means of art in a multicultural region includes the following skills: skills of singing in a folk manner; skills of playing folk musical instruments of the Russian people and other peoples of Russia, skills of operating the potter's wheel, skills of cross embroidery, stitch embroidery, etc.

One of the components of the content of supplementary education for children by means of art in a multicultural region is the *experience of creative activity*, which includes: experience in song-writing, subvoices, variation in the melodies and lyrics of songs, and experience in producing the items of decorative and applied arts.

The content component of supplementary education for children by means of art in a multicultural region is based on **regional and ethno-artistic material**, which includes folk art (verbal and poetic creativity, folk music, theatre, dance, decorative and applied arts).

#### 4.3. Implementation of supplementary education for children by means of art in a multicultural region

Supplementary education of children by means of art in a multicultural region should be implemented on the basis of various **forms, methods and technologies, with account of the pedagogical context**.

Supplementary art education for children in a multicultural region may take various **forms**: classes with an ethno-cultural component, elective courses, clubs (folklore ensemble, folk instrument orchestra, dance groups, etc.), studios related to the study of the region's artistic culture, extra-curricular activities (folklore festivals (Christmas, Shrovetide, Spring Greeting, etc., gatherings), ethnographic expeditions, local history museums, shows, contests, festivals, etc.

*Interactive, design and research methods*, etc., are of great interest as the **methods** of supplementary education for children by means of art in a multicultural region. In the process of supplementary education in a multicultural region the *project method* is used as one of the leading methods of intense active learning. The use of the project

method allows to direct the students' efforts towards the search for ethno-cultural information of personal significance; stimulates interest in the search for ethno-cultural and ethnoartistic knowledge; and helps to acquire new knowledge about their people, their artistic culture and the art of other peoples of Russia and the world. Projects may be devoted to the artistic culture of their own people and other peoples of Russia and the world. The theme of the project may be "Lyrical songs of the peoples of our region", "Children's toys of the peoples of our region".

*Interactive games* are widely used as the supplementary education for children by means of art. In addition to being treated as a form of entertainment, the game is also a means of social adaptation. The game may include simulations of various ethno-sociocultural situations. It is desirable to hold *games* aimed at the spiritual and moral education of students, the formation of their humane and tolerant attitude to each other and to representatives of different ethnic groups. In the process of supplementary education within the clubs it is possible to use various games, for example, the game "Issuing a magazine "Artistic Culture of the Peoples of Our Region".

Supplementary education for children by means of art in a multicultural region implies the use of such **technologies** as: problem learning technology, creation of a thematic portfolio, project technology, use of role-playing and business games, quest technology, information and communication technologies, etc.

The following are **the pedagogical conditions** conducive to the supplementary education of children by means of art in a multicultural region:

1. Ethno-cultural and multicultural orientation of the content of supplementary education for children by means of art.
2. Creation of a polyartistic educational environment in the institutions of supplementary education.
3. Training of personnel for implementing supplementary education of children by means of art at various levels - secondary professional education, higher (bachelor's, master's degree) education with account of peculiarities of the region's culture.

*The ethno-cultural and multicultural orientation of the content of supplementary education for children by means of arts* is one of the basic pedagogical conditions in the educational institutions. The ethno-cultural and multicultural orientation of the content of supplementary education for children by means of art may be enabled by the study of the following disciplines: Music Literature, Listening to Music and Music and the World Around Us, Choral Class (acquaintance with folk music, music of regional composers), History of folk culture and fine arts, Drawing, Painting, Embroidery, Knitting, Bead Weaving (introduction to the origins of the national decorative and applied arts).

An important condition is the *creation of a polyartistic educational environment in the institutions of supplementary education*. Polyartistic educational environment in the supplementary education institution, in our opinion, represents a combination of possibilities of ethno-cultural socialization and education of students on the basis of artistic culture of their people, peoples of the region, Russia, and the world, their involvement in the capacity of representatives of a certain ethnic group, as Russians and members of the global community, ready for effective interethnic and intercultural interaction and cooperation. At the same time, a well-organized polyartistic educational environment will allow both students and teachers, as well as parents, to preserve the folk art culture and become its bearers and followers.

In the current socio-cultural situation, supplementary education institutions should become a place where cultural consciousness is strengthened and positive cultural identity is developed [26], and all students are taught respect to their culture and cultures of other peoples living in the region and in Russia. It is necessary to organize contests and festivals of amateur art, exhibitions of pieces of decorative and applied art, thus promoting active

engagement of students in the polyartistic creative activity, as well as to create ethnographic museums, where ancient objects of everyday life of different peoples, folk musical instruments, samples of embroidery, folk costumes, products of folk arts and crafts, etc. will be collected. Polyartistic educational environment is created by arranging meetings with professional folk song performers, as well as through project, research and development, and local history activities, which allow to breed understanding of folk art culture among a large number of teenagers and young people.

An important pedagogical condition is the *training of personnel for implementing supplementary education of children by means of art in a multicultural region*, which should be carried out at various levels - secondary vocational education, higher (bachelor's and master's) education, with account of the peculiarities of the culture of the region. In Mordovian State Pedagogical Institute named after M.E. Evseviev within the bachelor degree course in the field of training 44.03.05 Pedagogical Education, specialty Music, Preschool Education, the disciplines of a variable part are widely used, as well as optional courses offering a regional and ethno-cultural content: Fundamentals of Folk Singing, History of Musical Culture and Education of the Mordovian Region, Folk Music, Theory and Practice of the Study of Musical Art of Mordovia in General Educational Organizations.

## 5. Conclusion

Thus, it is worth noting that supplementary education of children by means of art in a multicultural region should be implemented in a comprehensive manner, with account of the socio-cultural reality, modern educational needs, based on the identified goals, objectives, principles (humanism, ethno-culturalism, ethnic and ethno-cultural tolerance, dialogue of cultures, the principle of cultural creativity), content (experience of emotional and value attitude to reality, knowledge, skills and abilities, experience of creative activity), forms (classes with an ethno-cultural component, elective courses, clubs (folklore ensemble, folk instruments orchestra, dance groups, etc.), studios related to the study of the region's artistic culture, extra-curricular activities (folklore festivals (Christmas, Shrovetide, Spring Greeting, etc., gatherings), ethnographic expeditions, local history museums, shows, contests, festivals, etc.), methods (interactive, project, research), technologies (problem learning, creation of thematic portfolio, project technology, use of role-playing and business games, quest technology, information and communication technologies, etc.), pedagogical conditions (the ethno-cultural and multicultural orientation of the content of supplementary education for children by means of art; creation in supplementary education institutions of a polyartistic educational environment); training of personnel for implementing supplementary education of children by means of art in a multicultural region at various levels - secondary vocational education, higher (bachelor's and master's) education, with account of the peculiarities of the culture of the region, implementation of supplementary education for children by means of art in a multicultural region ensuring the formation and development of a multicultural personality loving their big and small Homeland, having a civic and ethnic identity, and ready for inter-ethnic and intercultural communication, appreciating regional, national, ethnic artistic culture.

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### Conflict of Interests

The authors declare that there is no conflict of interest.

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