



The Art of Haiku as a Mean of Multicultural Training of Children in Pre-School Education

El arte del Haiku como medio de entrenamiento multicultural de niños en la educación preescolar

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ABSTRACT:

The relevance of the problem under examination is justified by the fact that work on the development of speech of preschool children is a major aspect. It is the aspect which builds the foundations of tolerance and intercultural communication language skills. Thus, in this article the authors aim at developing a multicultural training of children in pre-school education. The article deals with the role of poetry in multicultural training of children of preschool age on the material of Japanese three-line haiku (Haiku). Haiku implies the ability to say much in few words. As a result, poetry promotes to forming and developing auditory perception, which plays an important role in the development of dialogue and monologue speech. Working with a form of monologic text as a poem contributes to the development of the ability to feel the words of artistic expression. Perception of poetic texts encourages in children love for the native language, its accuracy, and imagery. The article might be used by staff of preschool educational institutions, child psychologists, teachers,

RESUMEN:

La relevancia del problema examinado se justifica por el hecho de que el trabajo sobre el desarrollo del habla de los niños en edad preescolar es un aspecto importante. Es el aspecto que construye los cimientos de la tolerancia y las habilidades de lenguaje de comunicación intercultural. En este artículo, los autores pretenden desarrollar una formación multicultural de los niños en la educación preescolar. El artículo trata del papel de la poesía en el entrenamiento multicultural de niños en edad preescolar sobre el material del haiku japonés de tres líneas (Haiku). Haiku implica la capacidad de decir mucho en pocas palabras. Como resultado, la poesía promueve la formación y el desarrollo de la percepción auditiva, que desempeña un papel importante en el desarrollo del diálogo y el discurso del monólogo. Trabajar con una forma de texto monológico como poema contribuye al desarrollo de la capacidad de sentir las palabras de la expresión artística. La percepción de los textos poéticos fomenta en los niños el amor por el lenguaje nativo, su precisión

preschool education and psychology, as well as a wide range of readers.

Keywords: the role of poetry, integrated classes, multicultural training of preschool children, "Parent poetry", the value of fairy tales, native language, expressive reading, Haiku

e imágenes. El artículo podría ser utilizado por personal de instituciones educativas preescolares, psicólogos infantiles, maestros, educación preescolar y psicología, así como una amplia gama de lectores.

Palabras clave: el papel de la poesía, las clases integradas, la formación multicultural de los niños en edad preescolar, "poesía de los padres", el valor de los cuentos de hadas, el lenguaje nativo, la lectura expresiva, Haiku

1. Introduction

The link between speech and overall mental development of the person, thought and speech have always attracted the attention of teachers. Integrative technologies in (inter)language learning play a special role in this interaction. They contribute to forming a full-fledged linguistic personality, help children to appropriately express themselves in different areas of communication - in different classes, outdoors and at home (Gabdulhakov, 2015). Building good linguistic coordination (confident and fluent use of two or three languages) or subordination (fluent usage of one and translational usage of the other language) requires the integration of language courses, taking into account the positive transference of similar linguistic phenomena and the negative impact on it "divergent" language phenomena (Gabdulhakov, 2011a; Gabdulhakov, 2011b; Gabdulhakov, 2011c).

Children with good hearing and developing intellect have problems apart from primary hypoplasia of the auditory perception. Children are suffering from disturbed attention. Speech impairment affects the development of memory. Children with complete prerequisites for mastering the mental operations available for their age have very peculiar spatial visualization ability.

It is not enough just to teach a child foreign languages, it is of great importance at the beginning of the process "to foster" a basis of tolerance, humanity and respect for different cultural backgrounds. Only in this case we can hope that the child will be able to sufficiently master one or another language.

The concept of multicultural education, widely used in the world of pedagogy from the 1960s has been defined as education, including the organization and content of the educational process, which represents two or more cultures, characterized by linguistic, ethnic, national or racial grounds (Khakimov, 2000).

The conducted analysis of the literature illustrates that children from an early age show interest in communication. This is facilitated by speech activity of adults and objective activity of the child. Healthy children quickly accumulate vocabulary and actively use them. It is therefore necessary to conduct targeted training of speech and speech communication.

1.1 The relevance of the study

Multicultural training of children in pre-school education on the basis of artistic and visual haiku means is crucial from the point of view of several aspects of children's development:

- To create a harmoniously developed personality in the spirit of tolerance and respect for different ethnic groups;
- To master the skills of fruitful interaction with each other;
- To familiarize children with the Asian culture, particularly the culture of Japan.

Multicultural training should be implemented from early school age, 2-3 years, starting with pre-school organization and continuing training in multicultural family.

In practice, preschool teachers use different techniques. The most popular technologies are teaching children to make comparisons between color, shape, taste, sound, temperature.

Another technology is making puzzles: specific recommendations are not provided, as well as how to teach children to guess the objects, but observation of children shows that bright preschoolers give right answers due to the intuition or by sorting options. One more technology is making metaphors when children are encouraged to transfer the properties of one object to another based on the common feature of both objects being compared. Another significant technology is teaching children to rhyme texts, such as limericks - short poems, consisting usually of five lines, written in the genre of nonsense. Finally, teaching children to make creative compilation of stories with the help of pictures and teaching children to analyze the picture as a system play a great role.

In the practice of multicultural training of preschool children there are technologies such as the technology of project activity, the technology of development of children's verbal creativity, the technology of group interaction and research activity of children, technology of collecting things, information and communication technologies. The development of multicultural training of children in preschool education was examined by L.L. Suprunova, Z.A. Malkov, A.N. Dzhurinskiy, N.G. Danilenko, O.V. Udova, L.M. Kramnik, T.V. Kasholkina and others. However, the analysis of the scientific literature proves that the integrated employment of labor and haiku poetry in practice were not applied. It should be concluded that our research in the field of multicultural training of children in pre-school education on the basis of artistic and pictorial means of haiku can be regarded as an effective method of multicultural training of preschool children in pre-school organizations and in the family.

In the XXI century the early age has attracted the attention of researchers. Teachers, psychologists, preschool spheres are interested in the early development of children's abilities, including language training. Appropriate encouragement of tolerance, intercultural and ethnic relations enable to raise a harmonious personality.

Everything starts from the birth. First, the so-called "Parent poetry" is what children encounter from the first days. This refers to works created not only by adults for children, but also to the works made by older children, and those that came from the oral folklore. Distinguishing the poetry genres allows to enrich the spiritual world of the child to develop their patriotism, respect for the past of his people, for the traditions, and encourages to absorb the moral standards of behavior. Familiarizing a child to "Parent poetry" begins in childhood, which builds the basic concepts and rules of conduct. Cultural heritage is passed from generation to generation, developing and enriching the world of the child. Various kinds of poetry and lullabies accompany a baby. Rhymes, poteshki, jokes are the richest material for the development of the sound of speech. Developing a child's sense of rhythm and rhyme, we make it easier for them to perceive poetic speech.

Language is not only a means of communication, of expression, but also an important instrument of knowledge of reality. It makes it possible to form new concepts that define the way of thinking. Selection of specific linguistic resources has an impact on the structure of thinking, and thus the process of perception and reproduction of reality. It is for adults to enrich children's speech, to teach how to use basic language means, to reveal the possibilities of a literary work.

Multicultural training is a peculiar process, which provides an opportunity for self-realization in a multicultural world, while maintaining the relationship with the mother tongue and culture, which ultimately contributes to non-conflict socialization of a personality in a multicultural society (Banks, 2004; Dervin, 2011).

Multicultural training in preschool education is viewed as the process of formation and development of the children ideas about diversity of cultures in the world and the country. It also implies the encouragement of positive attitude towards cultural differences in different countries, develop skills of fruitful interaction with other cultures (Fakhrutdinova, 2014).

2. Methodological Framework

2.1 Attractive methods

The authors have used the attractive methods such as viewing paintings, illustrations and reproductions of famous artists with preschoolers, drawing stories; the use of different word creation and poem creation games, which subsequently led us to the preparation of Haiku.

2.2 Integrated classes

Integrated classes contributed to achievement of good results. Since the beginning of our experiment, we used a variety of natural materials: leaves, acorns, twigs, sand, stones; assistants (junk) materials - plastic cups, thread, fabric scraps, etc. Apart from the poetry of haiku children make crafts that have developed fine motor skills of hands, then at home with parents preschoolers watched how conventional natural materials can turn into extraordinary items. Alternating mental activity with manual labor, we have achieved good results in several areas: mental, physical, and aesthetic ones.

These integrated classes are beneficial to the overall development of children, more active thinking processes. They enable to acquire new skills, develop a multi-talented personality.

To create a three-line poem various actions have been applied. They include viewing the paintings, "drawing" what they have heard, listening to works by various composers. From the beginning of the process children demonstrate an interest in haiku, through a selection of drawings on what they heard. Gradually they develop a new creative motive - a desire to achieve a result, that is to create a certain three-lined poem.

The basic meaning of haiku is that it is a means of aesthetic education. Children develop creativity and personality is formed.

2.3 The importance of Haiku

Haiku does not mean such customary to the Western way of thinking description of some events, author's experiences and instructive conclusions. Haiku is a bright moment, extracted from life, but at the same time experienced and long-lasting moment. It is the ability to say a lot in a few words.

It may seem that haiku is a short poem of three lines (there are 17 syllables in a poem, five in the first and last lines, and seven in the middle (5 + 7 + 5)), and even without rhyme. But Haiku is not a poem. In a simple poem, the reader is not required to think a lot, the readers are offered a completed work. The Haiku is quite different. To understand haiku one has to make an effort, a special attitude to haiku is important. And then the lines come to life.

Organization of multicultural education among preschool children must focus not only on the development of language and intellectual skills, but also on social and emotional development of children. It is the social and emotional development of preschool children that plays an important role in interpersonal communication.

In practice inexperienced teachers do not attach importance to the influence of cultural differences in the child's environment on their development. In this connection it is necessary to consider the peculiarities of the impact of family socialization of children of preschool age, as the impact of such institutions of socialization as kindergarten and school is not so significant as a family one.

In traditional society, in all the ceremonies that accompany the child in their life, starting from infancy (cutting the umbilical cord, first bath-taking, first swaddling, placing in the cradle, the naming ritual, etc) good wishes are important. They serve as positive programming. They have provided inspiring impact first on parents and later on the child, they have formed the belief that the child will grow up healthy and successful. They contributed to the development of such qualities as optimism.

The modern child, on the contrary, is often engaged in the process of negative programming, as parents and other adults are more inclined to define their shortcomings rather than merits. Often, a child has no idea about their positive qualities (Bashinova, 2015).

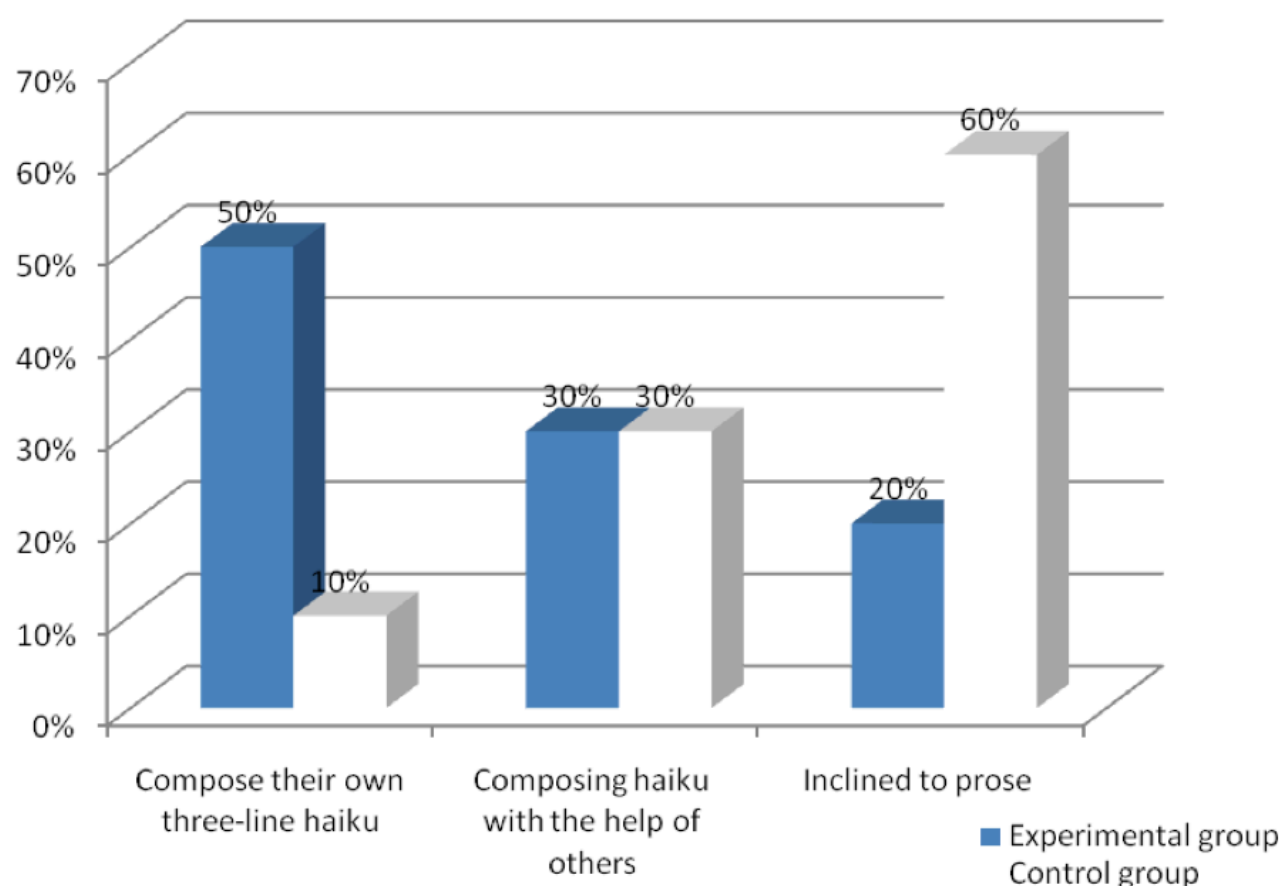
3. Results

3.1. The structure and content of multicultural training of children in pre-school education

The aim of our study was to develop a child's ability to create poems through Haiku.

The following summary chart of the first columns of our study illustrate the results of an experimental group, in which children by the end of the last class alone compose haiku where the result of the 100% accounts for 50%; composing haiku with the help of others - 30%; and 20% - are inclined to prose. And the second column shows a control group which was not involved in the experiment. This age group demonstrated approximately equal performance in terms of possessing skills of connected speech with the experimental group. To determine the level of development of children's speech a preliminary test work (individually with each child alone) was conducted. The test was based on methodology under the editorship of N.E. Veraksa program *From birth to school* [9]. The results have been as follows: 10% from 100% compose their own three-line haiku; 30% compose it with the help of others, 60% are inclined to prose. So the effectiveness of our research can be tracked (*Figure.1.*) (Garifullina, 2015).

Figure 1. The results of the experiment on versification haiku among preschool children



4. Discussions

The study of pedagogical theory and practice demonstrates that at all stages of a multi-ethnic society problems of familiarizing children of preschool age to national and universal values of education of culture of interethnic relations have foremost importance for social policy. Pedagogy of formation of culture of interethnic communication is involved in Russian citizenship education issues, co-operation between nations, religious tolerance, the foundation of which is the relationship of local, national, and universal human components of education.

The researchers have discovered that 3-5 year old children have a natural need for versification. The main form of work-game tasks and exercises, which are held with the children in a particular sequence. These are fun, funny, frightening or teasing poem - a verbal "toy" of the child. At the same time, children's poetry is a special kind of poetry peculiar only to the children's worldview, embodied in the word. Pre-school education aims at teaching children to make poetic texts. Unfortunately, established methods of work have not been described yet. (Gabdulhakov, 2015).

Any literary work introduces preschool children to the ethnic diversity in the world, especially haiku. A child's ability to perceive reality is closely connected with speech abilities. Respect for their traditions, cultural values and roots, along with tolerance for other ethnic groups, their culture mean a successful multicultural preparation of preschool children (Zakirova, Kamalova, 2015).

In our opinion, the study of multicultural training of children in pre-school education, which consists in the fact that the technology based on the use of colorful visual materials, appropriate music, with the involvement of attractive methods, together with graphic activity in the classroom haiku makes it possible to nurture talents in preschool children; raise awareness about the culture of Japan. However, analysis of scientific papers on the subject presented showed that such studies have debatable character.

Multicultural education in pre-school educational institution begins with the development of the child value concepts recognized in the surrounding socio-cultural environment. At the same time preparing preschool children for life in a multicultural society should be based on a variety of moral values prevailing in the course of human evolution. The basis of our research is that the idea of goodness, beauty, truth, love have universal significance, that is perceived and shared by the majority of people at all times. We have demonstrated that such traditionally Russian values as public duty, openness, unselfishness, compassion also contribute to high moral values.

In conclusion, it should be noted that traditional Western notions of the intrinsic value of human equality, freedom, entrepreneurship combined with oriental ones that reflect the idea of non-violence, self-sacrifice, self-balance, asceticism can also be sources of multicultural education. The main thing is that moral value systems must contribute to the establishment and perfection of a human, their transition from a biological to a cultural being; enhancing their moral, intellectual, emotional sphere of life, and generally help to develop a humanistic worldview.

5. Conclusion

Our research has shown that the process of creating a Japanese haiku encourages the development of speech, imagination, mental and physical activity as well as high moral values. Accordingly, the high level of development in the experimental group can be traced. With children who worked on haiku poetry the lowest result was shown in the control group (those who did not have such lessons). The study used the following methods: experiment, modeling, analysis of product activity forecasting.

Thus, in children's literature works by foreign authors can and should be included. Technology of multicultural training of children in the preschool education system provides different forms of individual approach (educational, multilevel, differentiated, and others). Individual approach promotes the development of speech, activation of mental and physical abilities, coupled with curiosity, observation and creative activity. Active communication skills are mastered with the help of interactive teaching and learning.

In conclusion, it should be noted that the theory and practice of multicultural education for preschool children is not fully explored area, it leaves many questions unanswered, which proves the need for its expansion.

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