

**DEVELOPMENT OF THE FORMS OF EDUCATIONAL AND RESEARCH  
ACTIVITIES IN SCHOOL EDUCATION FOR THE FORMATION OF STUDENTS'  
ETHNOCULTURAL COMPETENCE**

**DESENVOLVIMENTO DAS FORMAS DE ATIVIDADES EDUCATIVAS E DE  
PESQUISA EM EDUCAÇÃO ESCOLAR PARA A FORMAÇÃO DA COMPETÊNCIA  
ETNOCULTURAL DOS ALUNOS**

**DESARROLLO DE LAS FORMAS DE ACTIVIDADES EDUCATIVAS Y DE  
INVESTIGACIÓN EN LA EDUCACIÓN ESCOLAR PARA LA FORMACIÓN DE LA  
COMPETENCIA ETNOCULTURAL DE LOS ESTUDIANTES**

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**ABSTRACT:** Issues of organization of educational and research activities in the conditions of modern school education draw attention of contemporary researchers. One of the methodological issues is the organization of educational and research activities of schoolchildren in the study of extant “echoes” of traditional folklore holidays and modern spoken folklore genres. The article describes the sequence of organizing work on the study of folklore and algorithms for collecting, processing, and storing texts of spoken folklore in the school curriculum. In addition, the paper introduces the idea of a “native land corner” as a form of extracurricular (local history) activities at school. The study provides the methodology of the organization of the Corner, its rubrics, and topics. The authors consider the peculiarities of the study of local history study of the Small Motherland as part of the Fatherland to a global scale (the native microcosm – the region – Russia – the world).

**KEYWORDS:** Local history. Extracurricular activities. Educational and research activities. Collecting folklore.

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**RESUMO:** *Questões de organização das atividades educacionais e de pesquisa nas condições da educação escolar moderna chamam a atenção de pesquisadores contemporâneos. Uma das questões metodológicas é a organização das atividades educativas e de pesquisa de alunos no estudo dos “ecos” existentes de feriados folclorísticos tradicionais e gêneros folclóricos falados modernos. O artigo descreve a sequência de organização do trabalho de estudo do folclore e algoritmos de coleta, processamento e armazenamento de textos de folclore falado no currículo escolar. Além disso, o artigo introduz a ideia de um “cantinho da terra nativa” como forma de atividades extracurriculares (história local) na escola. O estudo apresenta a metodologia de organização do Canto, suas rubricas e temas. Os autores consideram as peculiaridades do estudo da história local da Pequena Terra Mãe como parte da Pátria até uma escala global (o microcosmo nativo – a região – a Rússia – o mundo).*

**PALAVRAS-CHAVE:** *História local. Atividades extracurriculares. Atividades educativas e de pesquisa. Coleta de folclore.*

**RESUMEN:** *Las cuestiones de la organización de las actividades educativas y de investigación en las condiciones de la educación escolar moderna llaman la atención de los investigadores contemporáneos. Una de las cuestiones metodológicas es la organización de actividades educativas y de investigación de los escolares en el estudio de los "ecos" existentes de las festividades del folclore tradicional y los géneros del folclore hablado moderno. El artículo describe la secuencia de organización del trabajo sobre el estudio del folclore y los algoritmos para recopilar, procesar y almacenar textos de folclore hablado en el plan de estudios escolar. Además, el artículo introduce la idea de un “rincón de la tierra nativa” como una forma de actividades extracurriculares (historia local) en la escuela. El estudio proporciona la metodología de la organización del Rincón, sus rúbricas y temas. Los autores consideran las peculiaridades del estudio de la historia local estudio de la Patria Pequeña como parte de la Patria a escala global (el microcosmos nativo – la región – Rusia – el mundo).*

**PALABRAS CLAVE:** *Historia local. Actividades extraescolares. Actividades educativas y de investigación. Recopilación de folclore.*

## Introduction

The problem of preserving and developing the cultural traditions of the small motherland, its material and spiritual values, remains relevant to this day. Thus, cities, villages, and towns present the “storehouses” of traditional spoken folk art and fertile grounds for the development of modern folklore. Nowadays, it is possible to record the preserved forms of calendar and family celebrations, texts of folk songs (labor, lyrical), ditties. Of particular interest are the prose narratives classified as memoirs, mythological stories (*bylichkas* and *byvalshchinas*; dreams). Legends and tales associated with certain locations are given new meaning and sound by the speakers. One of the tasks of teachers is to interest

students in folklore studies, to give an idea of the value of spoken folklore, the importance of its preservation for future generations.

Local history as part of the regional component of modern programs plays an essential role in the educational and upbringing process in a modern school (GRAKHOVA, 2018; GRAKHOVA; SMOLIAKOVA, 2020). The purpose of local history activities is “to promote spiritual, value. and practical orientation of students in their life space, as well as their social adaptation” (ERMOLAEVA, 2007, p. 170).

The subject of our interest is the organization of educational and research activities for students to study the surviving “echoes” of traditional folklore holidays and contemporary oral folklore genres, as well as a “native land corner” as a form of extracurricular (local history) activities in schools, including rural ones.

The scientific and methodological basis of the study is constructed by the works of N.M. Valeev (VALEEV, 2019; VALEEV; KORNILOVA, 2019), L.K. Ermolaeva (2007), N. Sniatkova (2009), K.V. Starodub (2003), E. Ianovich (2004), and many other scholars, which provide teachers with theoretical and methodological material that could serve as a basis for the development of lesson plans and educational work. Of particular interest are the studies of F.S. Kuznetsova (2007) and L.K. Ermolaeva (2007), which reveal the role of the national-regional component in the formation of the ethnocultural competence of students and offer to study native land through problems and finding their solutions.

## **Materials and Methods**

Modern schools are in urgent need of applied methodological materials that would provide for the organization of work with students in the field of folklore local history and other topics. Thus, the goal is to develop the methodological algorithms based on which teachers would be able to model local history activities at school.

The present study relies on the following conceptual approaches: systemic, systemic-historical, axiological, the principles of historicism, psychological and pedagogical concepts of activity, the ideas of democratization, humanization, and differentiation of education and upbringing.

The methods used in the study include the historical-cultural, historical-typological, structural-generalization methods; historical and pedagogical and psychological analysis of the problem of school local history; study and synthesis of the experience of historical and local history work in schools.

The study accounts for the peculiarities of the study of the local history of the Small Motherland as part of the Fatherland and further, to the world scale (the native microcosm – the region – Russia – the world) (GRAKHOVA, *et al.*, 2019; GRAKHOVA, *et al.*, 2016; GRAKHOVA, *et al.*, 2018). Research activities of students, in this case, are organized based on the principle of “from the private to the general”, which “gives the opportunity to explain the achievements of all humankind, reveal the continuity in the complex of scientific traditions, and determine the place of the region in the national and world history based on specific examples” (ERMOLAEVA, 2007, p. 168).

L.K. Ermolaeva (2007) clearly defined the goals of local history studies. The researcher argues that when studying their native land, the student needs to be aware of “their connection with the surrounding microcosm”, “the importance of the heritage of their native land in their own life, in the lives of their relatives, in the common fate of the peoples of Russia”; “the problems of the microcosm around them”; be interested in the life of the region; be able “to independently find the necessary information on the object of their interest, on the activities of people, enterprises, institutions, on employment prospects” (ERMOLAEVA, 2007, pp. 169-170).

## Results and discussions

Educational research activities at school are one type of effective educational technology. They refer to

the activity of students, in which they solve various problems in accordance with the fundamental stages of scientific research: problem statement, theoretical research, selection of methods and practical mastery of them, the collection of their own material, its analysis and synthesis, deriving their own conclusions (AFANASEVA, 2021, p. 418).

Taking into consideration the specific structure of knowledge, local history activities of students can be structured as follows: discovery of a local history object – actualization of the existing knowledge about it – search for new knowledge about it (or from it) – evaluation of the object – application of knowledge (ERMOLAEVA, 2007, p. 175).

The methodology for the organization of work on the study of folklore can be presented as follows (GRAKHOVA; SMOLIAKOVA, 2020):

1. Formulation of the goal and objectives of educational and research activities.
2. Learning to write down folklore materials and design their printed form.

3. Determination of the topics (headings, directions) of research.
4. Familiarization with the methods of work with the population, the rules of recording folklore materials “in the field” of observation and interviews. Development of questionnaires.
5. Fieldwork.
6. Classification of folklore materials. Formatting. Creation of the archive.
7. Preparation for the presentation and defense of the results of the work.
8. Presentation of the collected materials: through the organization of a folklore corner or a separate section of a local history corner; organization of a folklore club, ensemble; creation of an interactive album, an electronic resource; publication activities, etc.

Particular attention is paid to the methods of teaching how to record field materials, process, classify, and store them.

The recommended algorithm for collecting folklore (GRAKHOVA; SMOLIAKOVA, 2020, pp. 145-146).

1. Folklore works are better to be recorded by not one person but by a group of three collectors: one leads the conversation; two take notes.

2. The recording is done from the “voice”, during singing or narration, without interrupting or stopping the performer.

3. In the case of writing “by hand”, the following scheme is to be used:

- one line is written down by one person,
- the second line is written down by the other,
- then the entries are combined together.

4. If recording on a voice recorder or other recording equipment is planned, the equipment is prepared and checked in advance. While one person is conducting the conversation, two are ready to record. As the performance begins, the first of the recording collectors turns on the recorder and monitors its operation. Sometimes, a recording is made on two recorders at once. The second collector records “manually” (in this case, they may have an assistant to record according to the scheme in paragraph 3).

5. After recording, the text should be read to the performer or allowed to be listened to. If necessary, the performer makes additions and corrections.

Processing and storage of folklore texts (GRAKHOVA; SMOLIAKOVA, 2020, p. 146).

1. For each recorded text, a “passport” is created listing the name, patronymic, and surname of the performer, their age, and place and time of recording. It is also advisable to

indicate whether the performer is a native or has come to live in the locality (in such a case, the year of residence and place of origin are to be specified).

The name, patronymic, and surname of the collector(s) are also indicated in the “passport”.

2. The storage of folklore materials can be organized in one of two ways:

2.1. Each separate text with all its passport data is reprinted on a separate sheet of A4 format. These sheets are put into folders (electronic and paper) by genre and type. Some genres are also classified by subjects, to have tabs on thematic groups in the folders. These folders can be easily updated with new records in chronological order.

2.2. Keeping records “by performer”. Each performer has a separate folder with tabs by genre. The records are entered with observance of the above-mentioned rules of registration of folklore texts. Additionally, details about the performer in the form of an essay or a creative portrait are attached to the folder, a tab with an index of texts by genres is added.

One form of local history activities at school can be the organization of a “native land corner”, which is a permanent written form of extracurricular activities. The objectives of the organization of the corner are to expand knowledge about the native land and to develop students’ interest in educational and research activities in local history by continuously updating the information boards.

The advantages of the corner are seen in the following:

- 1) openness (information is available to anyone);
- 2) stability of functioning (local history materials offer “consultation” at any time instead of the teacher, allow constructing an individual path of research);
- 3) interactivity (opportunity to receive feedback).

The content of a corner of the native land can be rich and varied as it is designed to promote the “discovery” and deepening of knowledge of culture and history, ethnography, folklore, literature, geographical features of the area under study. Equally important are studies of the current social situation in the region, the pressing problems of the population, the interests of young people. Students collect and organize materials, prepare essays and articles for wall newspapers, thematic stands, collections etc. All products of educational and research activities are presented in the corner and become available for review and in-depth study to visitors.

The corner of local history should have the broadest possible heading: throughout the school year, it will present materials according to the rubrics determined at the start of the project. Rubrics for the corner can be the following: “Monuments of nature”, “Monuments of

history and culture”, “Preserved traditions of folk calendar holidays”, “Traditions and customs of folk family holidays”, “Home, daily life”, “Folk costume”, “Song folklore”, “Legends and tales”, “Mythology”, “Modern folklore”, “Native land in literature” etc. No less interesting are the headings reflecting the objects and social structures that give an idea of the modern specifics of the region. The corner can also present children’s projects on improving life in their native village (city, region), the involvement of young people in rural life, projects on employment, the contribution of students themselves to the development of the region etc.

Statements of famous people about the region can be displayed on a separate stand or placed in an album. There can be rubrics of thematic interviews, vivid memories, admonitions to the younger generation etc. Students are especially interested in entertaining tasks presented in the form of games, contests, situational tasks, thematic quizzes etc.

To provide feedback to students, a reference rubric could be included with two sections: “Questions to the teacher”, “Teacher’s answers”. Note that answers to uncomplicated questions can be prepared by members of the local history club.

With the advent of computer technology, it is advisable to create an electronic version of the native land corner. Specifically, a separate page can be allocated for the corner on the school’s website. In this case, the sections can be expanded by adding interactive (virtual) excursions on various topics. Other options are to publish videos with interviews, memories (e.g., of people (their fates), life during the Great Patriotic War, significant events in the region etc.), recordings of folk songs, local legends and tales, mythological stories etc.

## **Conclusion**

To summarize, we note that educational and research work in the field of folklore studies contributes to the formation of, in the words of D.S. Likhachev, “the moral sedentariness of the population”, “a sense of the Motherland”. Students realize the importance of the cultural heritage of their native land, its spoken and poetic history, literature, and beliefs both in the life of the local population and in the overall fate of Russia.

Creating a native land corner is a form of educational and research activity focused on the independent activity of students, the acquisition of knowledge of local history, assessing the importance of heritage for contemporaries, the place of their native land in the culture and history of Russia (and the world).



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