

# Pedagogical Conditions of Multicultural Education at the University

Salavatova A.

Nizhnevartovsk State University  
Nizhnevartovsk, Russia  
asil-06@list.ru

Bauer E.

Nizhnevartovsk State University  
Nizhnevartovsk, Russia  
bauerea@yandex.ru

Istrofilova O.

Nizhnevartovsk State University  
Nizhnevartovsk, Russia  
ol\_istr@mail.ru

**Abstract** – The article describes the conditions of multicultural education of students at the University. Common global changes, such as globalization, active integration processes, the creation of a single European cultural and educational space, suggest the rapprochement of peoples, strengthening their intercultural interaction. An important criterion of the quality of the modern system of higher education is the achievement by young people of the necessary level of multicultural education for cooperation and intercultural, interpersonal interaction with representatives of other cultures.

**Key words** – multicultural education, educational process, intercultural interaction, education, diversity of cultures, dialogue of cultures.

## I. INTRODUCTION

Globalization processes lead to serious changes in social and political life, placing new demands on specialists with higher education, and assuming the development of their ability to adapt to changing practices. There is no doubt that the educational policy of the University in such conditions should be aimed at solving the problem of training competitive professionals, socially protected by the quality of education, as well as personally prepared to work in a constantly changing environment. The study of the problem of multicultural education in Russian and foreign pedagogy is relevant from the point of view of the needs of modern society. Common global changes, such as globalization, active integration processes, the creation of a single European cultural and educational space, suggest the rapprochement of peoples, strengthening their intercultural interaction [1].

The intensity of development of modern society encourages the growth of migration flows, including for the purpose of education. Especially active category of society in this relationship is the youth, which in the establishment of intercultural contacts is a vital necessity, acquires valuable experience and thus expands personal opportunities. Higher school is considered to be the most important social institution designed to organize students to live in a multicultural reality. An important criterion of the quality of the modern system of higher education is the achievement by young people of the

necessary level of multicultural education for cooperation and intercultural, interpersonal interaction with representatives of other cultures.

Multicultural education is one of the most important innovative means of solving these global problems. The goals and objectives of solving the problems based on a deep analysis of the problems in the Genesis of historical development, generalization of the experience of Russian and foreign researchers, The aim of the research is to develop the theoretical foundations of the concept of multicultural education and ways of its implementation [2].

Since the educational experience of the individual consists of educational and extracurricular activities, it is reasonable to conclude that the functions of multicultural learning can go beyond the boundaries of formal education. It can be implemented in the framework of both academic disciplines and extracurricular activities.

The analysis of scientific and pedagogical literature, Internet sources allows us to note that the activity of student associations is an important component of extracurricular educational work at the University. It has as a significant potential in providing the necessary level of multicultural education of the individual.

The problem of multicultural or policultural education attracts the attention of Russian scientists. This is evidenced by the studies of A.G. Asmolov, E.V. Bondarevskaya, G.D. Dmitriev, M.N. Kuzmin, Z.A. Malkova, L.A. Ibragimova and others, which consider various aspects of multicultural education.

In the light of multicultural education, the ideas of personality-oriented pedagogy (E.V. Bondarevskaya, S.V. Kulnevich, K. Rogers, V.V. Serikov, I.S. Yakimanskaya), are of particular importance. Its highest values are the inner world of the individual, its freedom, individuality and creativity.

Reference to the cultural and historical achievements of other peoples contributes to a more conscious and in-depth analysis of the identity and uniqueness of the native culture.

## II. STUDY DESCRIPTION

For the first time the definition of "multicultural education" was described in The International Pedagogical Dictionary (London, 1977): "multicultural education is a polyethnic (multicultural) educational situation when the bearer of one cultural system comes into contact with the values of another or other cultures".

In the International Encyclopedia of Education multicultural education is defined as the assimilation of knowledge about other cultures, awareness of differences and similarities, common and special between cultures, traditions, lifestyles, the formation of positive respect for the diversity of cultures and their representatives [3].

But the current interpretation of the essence of multi-ethnic (multicultural) education more meaningful as it involves learning about different cultures, understanding of the General and special traditions, lifestyles, cultural values of the peoples. Also, it draws attention to the importance of teaching children tolerance towards other culture concept.

Multicultural education is understood as the process of formation of a person. This person is capable of active and effective life in a multinational and multicultural environment, with a developed sense of understanding and respect for other cultures, the ability to live in peace and harmony with people of different nationalities, races, beliefs.

Multicultural education is a pedagogical process in which two or more cultures are represented. They are different in language, ethnicity, nationality or race.

Multicultural education takes place when a certain person seeks to communicate with people of another culture. It helps to understand their specific system of perception, knowledge, thinking, their system of values and actions, integrate new experiences into their own cultural system and change in accordance with another culture. Multicultural education encourages, along with the knowledge of another culture and to analyze the system of their own culture [4, 28].

As a result of multicultural education, many researchers note the formation of a multicultural personality – a "person of culture. A linguistic national personality with a high professional and individual culture, able to find and make adequate decisions in the conditions of intercultural communication, interpersonal interaction. The ability to master, understand the new, "appeared here and now" and enter this new in the context of their activities, the ability not only to see the typical phenomena and events, but also to notice and understand the special and individual is a feature of thinking multicultural personality focused on dialogue, interpersonal and intercultural interaction [5].

The education paradigm of the past centuries required a teacher-monologue, and, therefore, first of all, such qualities as expressiveness of speech were appreciated. For a modern teacher it is important, first of all, to be able to organize a dialogue, discussion, provide the cognitive process of an individual student and a small group. A high level of tolerance, willingness to dialogue of cultures, possession of pedagogical communicative competence and empathic

abilities – the criteria for the level of multicultural education in the multicultural society that is required of the teacher [6].

The fundamental position in the organization of multicultural education is the principle of friendship of peoples. It means respect and tolerance for different peoples represented by their distinctive culture, language system and traditions, acquaintance with different countries in order to establish interpersonal ties and contacts. Although education of this kind was politicized and had a class (limited) character. International education was characterized by the necessary integration into educational institutions of different levels and was focused on the formation and development of such personal positions as patriotism, acceptance of the multi-ethnic structure of the Soviet society; the development of cultural and historical heritage of their own, as well as other peoples; the necessary level of culture of interethnic communication, respect and tolerance for representatives of different nationalities.

In the modern world, it is necessary to combine national interests and the rights of citizens, to preserve their ethnic, cultural, linguistic and religious affiliation.

Foreign and domestic publications point to the problem of "growing" of first-year students in the educational space of the University, resulting in a change of spatial and temporal framework. There is a need to establish new relationships and finding their place in the nearest social environment. The task of the University is also to get a graduate with the necessary key competencies, ready for effective functioning in a multicultural educational space.

Educational institutions should have systems of learning and development that facilitate the adaptation of the individual to culture through education. Some characteristics of such systems can be distinguished:

- cooperation; activity-creative character; orientation to support; protection of individual development of the person; providing free, protected space for making independent decisions; a variety of ways, forms and self-expression of the person in its cultural identification;
- attitude to education as a cultural process; cooperation of its participants in achieving the goals of cultural self-development;
- the attitude to educational institution as to integral multicultural space where live and are recreated cultures of joint life of children and adults, there are cultural events, education of the person of culture is carried out.

One of the important tasks of any educational institution is to introduce young people to universal, global values. Also? It should form students' skills to communicate and interact with representatives of different cultures both in their own country and in the world. It implies the need to take into account such a mosaic in the pedagogical science and educational process of universities.

Higher education institutions aim to prepare young people who are ready to respond to the challenges of multicultural

society and promote intercultural dialogue. In many countries, there is a growing understanding of the need for large-scale training of students in the spirit of multiculturalism.

The organization of multicultural education is urgent, in view of the clear trend of diversification of the students on ethno-cultural characteristics [7].

The formation of the ability to communicate and cooperate with people of different nationalities, races, religions, education understanding of the uniqueness of other cultures, the eradication of negative attitudes towards them is the goal of multicultural education is. Modern man must be tolerant, with a developed sense of respect for people of a different culture, able to live with them in peace and harmony, with a willingness to actively interact. At the end of the twentieth century, the world began the process of rapprochement of countries and peoples, there was a powerful migration of population (in the world of 2000 peoples and more than 200 countries), turning the planet into a "global village". This required changing value orientations and reorienting from monocultural education to multicultural, i.e. multicultural, while maintaining its own culture as a core. Multiculturalism is also a quality of personality. In these conditions, folk pedagogy has become especially popular.

The main indicator of the success of multicultural educational system is the openness of the individual to other cultural values that primarily involves respectful and tolerant attitude towards representatives of other lifestyles and behavior, the vision of cultural diversity as a source for mutual enrichment and development, willingness to participate in the resolution of intercultural conflicts.

Due to the lack of life experience, lack of legal literacy, lack of values and attitudes, young people are particularly susceptible to various types of negative social trends as a special social and age group in the structure of society and [8].

The process of organizing multicultural education is carried out in the general context of the educational process of the University. It integrates all possible pedagogical effects on students from the educational process to creative independent and educational activities.

### III. RESULTS OF THE CONTROL EXPERIMENT

At the control stage of the experimental work, the final diagnosis of the level of multicultural education of the subjects was carried out in order to identify the presence or absence of significant differences between the control and experimental samples. At this stage, within the framework of monitoring, we evaluate the effectiveness of the model, the effectiveness of the implemented organizational and pedagogical structure, analyze and compare the ascertaining and control levels of multicultural education of students.

To identify the most important personal characteristics and qualitative characteristics that contribute to achieving the necessary level of multicultural education in the context of this study, we used a number of techniques: technique "Index of tolerance" (O.A. Kravtsova, G.U. Soldatova, O.E. Khukhlaev and L.A. Shaigerova); the technique "Types of ethnic

identity", developed by G.U. Soldatova and methods for measuring the level of communicative tolerance of V.V. Boyko aimed at identifying attitudes of tolerant consciousness. They allow to determine the readiness of the individual to establish interpersonal relationships and dialogical relations with representatives of other cultures. The use of G.S. Trofimova's questionnaire allows to analyze the level of formation of pedagogical communicative competence. I.M. Yusupov's method And "scale of emotional response" of A. Mehrabian and N. Epstein allow to determine the level of possession of empathic abilities, as well as to fix the level of expression to the emotional response to the experiences of another in various social situations. Appeal to the method of M. Rokich allows to define the value orientations of the individual as the basis of its relationship to the world.

We conducted a diagnostic study on all the declared indicators and compare the results with the results of the ascertaining stage. As already noted, 138 students took part in the experiment, an experimental group of respondents in the number of 67 people took part in the forming stage.

Assessing the formation of the first component of students' readiness for the implementation of multicultural content, we repeated the diagnostic procedures for assessing the motivation, values, identity of students of both groups.

Let us focus on the interpretation of these techniques, involving a qualitative analysis of the results. At the control stage, the analysis of readiness indicators for dialogue of cultures revealed the following. The subjects of the experimental sample showed interest in the peculiarities of different cultures, the desire to communicate with representatives of other cultures, recognized the value and importance of different cultures. The students of the control sample did not reveal the formation of ideas about cultural diversity, an active position to the problem of dialogue of cultures.

Based on the terminology proposed by G.S. Soldatova, it can be concluded that students of experimental group characterizes positive ethnic identity. They represent a balance of tolerance in relation to own and other ethnic groups. It can be regarded, on the one hand, as an independent and stable existence of ethnic groups as a condition for a peaceful intercultural interaction in a multiethnic world. Its structure correlates a positive image of one's own ethnic group, respect for one's own culture and traditions with a positive value attitude towards other ethnic groups and other cultural spaces

Data obtained by "Value orientation" methodology in the control phase of students' participation in multicultural educational environment of the University showed that there has been a shift of values among the students of the experimental sample. It shifts in the direction of tolerance toward partner in the communication, broadmindedness, the need to increase the General level of culture, respect to others' tastes, interests and habits. The data obtained allow us to conclude that the students of the experimental sample are ready to establish interpersonal relationships on the principles of tolerance and mutual respect. Students of the experimental sample see in the establishment of interpersonal and intercultural contacts opportunities for personal development,

raising the level of their own culture. Students of the control sample are characterized by a weak focus on communication.

A comparative analysis of the parameters of the experimental group of subjects before and after the experimental training using the t-criterion for dependent samples, which revealed significant changes in all indicators: tolerance, pedagogical communicative competence, communicative tolerance, polycommunicative empathy and empathic response (table 1).

TABLE I. COMPARATIVE EVALUATION OF THE EXPERIMENTAL GROUP OF SUBJECTS AT THE ASCERTAINING AND CONTROL STAGES

Criterion	Ascert. stage	Contr. stage	Deviations (Ascert. stage – Contr. stage)	Deviations <sup>2</sup> (Ascert. stage – Contr. stage) <sup>2</sup>
Tolerance	22 %	36 %	-14	196
Pedagogical communicative competence	17 %	33 %	-16	256
Multicommunicative empathy	18 %	31 %	-13	169
Communicative tolerance	21 %	36 %	-15	225
Emotional response	24 %	40 %	-16	256
Total:	102	176	-74	1102
Average:	20,4 %	35,2 %		

Result:  $t_{emp} = 25.5$

Critical values

$t_c$	
$r \leq 0.05$	$r \leq 0.01$
2.78	4.6

The obtained empirical value t (25.5) is in the zone of significance

As evidenced by the data presented in table 1, before the organization of multicultural education describes high level: 22 % of the participants of the experimental sample criterion tolerance, 17 % of pedagogical communicative competence, 18 % – multicommunicative empathy, 21 % communication tolerance, 24 % – emotional response. After the implementation of the organizational model of multicultural education is characterized by high: 36 % of the participants of the experimental sample, the criterion for tolerance, 33 % of pedagogical communicative competence, 31 % – multicommunicative empathy, 36 % of communicative tolerance, 40 % – emotional response.

Comparative analysis of indicators in the control sample, the results of which are presented in table 2, showed that significant changes in the students of the control group were not revealed.

At the control stage, the level of multicultural education of students showed: 35.2 % of students in the experimental sample characterized by a high level (was higher by 14.8 %); 55 % – the average level (was lower by 3.2 %); 24.6 % – low level of multicultural education (was lower by 11.6 %). At the control stage, the control sample recorded 24.2 % with a high level of multicultural education, 52.8 % – with an average level, 23.4 % – with a low level of multicultural education (Fig. 1).

TABLE II. COMPARATIVE EVALUATION OF INDICATORS IN THE CONTROL GROUP AT THE ASCERTAINING AND CONTROL STAGES

Criterion	Ascert. stage	Contr. stage	Deviations (Ascert. stage – Contr. stage)	Deviations <sup>2</sup> (Ascert. stage – Contr. stage) <sup>2</sup>
Tolerance	15 %	17 %	-2	4
Pedagogical communicative competence	18 %	18 %	0	0
Multicommunicative empathy	25 %	27 %	-2	4
Communicative tolerance	30 %	30 %	0	0
Emotional response	28 %	29 %	-1	1
Total:	116	121	-5	9
Average:	23,2 %	24,2 %		

Result:  $t_{emp} = 2.3$

Critical values

$t_c$	
$r \leq 0.05$	$r \leq 0.05$
2.78	2.78

The obtained empirical value t (2.3) is in the zone of insignificance

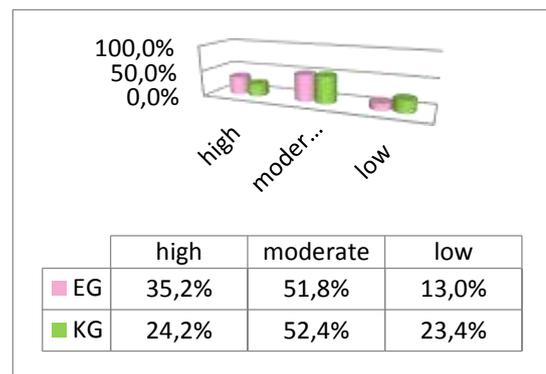


Fig. 1. The results of monitoring the level of multicultural education of EG and KG students at the control stage

A comparative analysis of the obtained indicators in the experimental and control samples based on the results of the implementation of a specially developed model was carried out. The results of the control stage are presented in table 1.

TABLE III. THE RESULTS OF MONITORING THE LEVEL OF MULTICULTURAL EDUCATION OF STUDENTS EG AND KG

Levels of multicultural education of students	Experimental group (67 people)		Control group (71 people)	
	Ascert. stage	Contr. stage	Ascert. stage	Contr. stage
High level	20,4 %	35,2 %	23,2 %	24,2 %
Average level	55 %	51,8 %	53,8 %	52,4 %
Low level	24,6 %	13 %	23 %	23,4 %

The data of table 3 allow us to conclude that active participation of students at all levels in the multicultural educational environment of the University has ensured the presence of significant differences in such indices as: tolerance; pedagogical communicative competence; precommunicative empathy, communicative tolerance and empathic response.

#### IV. CONCLUSION

Foreign and domestic publications point out the problem of "growing" of first-year students in the educational space of the University, resulting in a change of spatial and temporal framework. There is a need to establish new relationships and finding their place in the nearest social environment. The task of the University is also to get a graduate with the necessary key competencies, ready for effective functioning in a multicultural educational space. The main indicator of the success of a multicultural educational system is the openness of the individual to other cultural values, which implies first of all a respectful and tolerant attitude to representatives of a different way of life and behavior.

On the basis of experimental research organizational model of multicultural education of students were made. The model includes such elements as: the purpose and objectives of the process of multicultural education of students; blocks and stages of the process of multicultural education of students; organizational and pedagogical structure of multicultural education of students in the multicultural educational environment of the University. The model of organization of multicultural education of students developed by us consists of three blocks. The first block, preparatory, includes setting goals, objectives, research parameters and development of tools. The second block, content-technological, includes four stages: installation-motivational; value-orientation; social-activity and final. The third block, analytical, contains information about the multicultural education of students as a result of the organization of multicultural education of University students.

The experimental verification of the effectiveness of the implementation of the organizational model of multicultural education of University students were done. Specially designed organizational model for multicultural education of University students as the basis of multicultural education of students contributed to the formation of the active position of the subjects of pedagogical process in relation to the different

culture in which they are involved in the process of education and interaction with each other and with teachers. The level characteristics of the formation of multicultural education allow to judge the effectiveness of the author's model and indicate the positive impact of experimental training on the final result – a high level of tolerance, medium-high level of pedagogical communicative competence, possession of empathic abilities, as well as readiness for a dialogue of cultures.

Thus, the analysis of the results of the study indicates the effectiveness of the organizational model of multicultural education, through the implementation of which in the real educational process, it became possible to provide a high level of tolerance, medium-high level of pedagogical communicative competence, possession of empathic abilities, as well as readiness for dialogue of cultures.

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