

Pedagogical Conditions of Interethnic Relations Correction in Educational Environment

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ABSTRACT

The research urgency is conditioned by the strengthening of the role of educational institutions in the process of interaction between representatives of different cultures and religions, by the creation of favorable socio-psychological climate. Within the study of the educational environment, the authors identify its properties, conditioning the warning of students to be involved in radical and extremist activities. The authors conducted a sociological study of the level of students' ethnic tolerance (Kazan, Russia). The results of the study identify the need for correction of inter-ethnic relations that reduce their tension. The authors developed four levels of pedagogical conditions for correction of interethnic relations in educational environment (conceptual, contextual, technological, cadre). The paper is intended for researchers, teachers, psychologists, sociologists, dealing with the problems of preventive measures against ideology of extremism and for security in an educational environment.

KEYWORDS

Security educational environment, inter-ethnic relations, correction, pedagogical conditions

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Introduction

The need to study the issues of inter-ethnic relations in the modern educational environment and the problems of ethno-cultural education determine the demands of socio-economic transformations for prevention of ethnic conflicts, destabilizing socio-political situation in the multicultural environment (Kusarbaev, 2012; Kunz, 2012). Today education is considered as the leading social activity, which is involved in the formation of ethno-cultural, civic and common human identities (Gabysheva, 2015). On the one hand, there

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is a problem of revival and preservation of the cultural potential of each ethnic group, and on the other the formation of a national-civic identity, overcoming of xenophobia, the solution to the current problems of interethnic relations arise within the national education system.

Today we can speak about the strengthening of educational institutions' role as the most effective channel of influence on young people in a complex geopolitical situation, due to the interaction of different cultures and religions during the educational processes; the need for the development of culture of interethnic and interreligious communication; active personal, informational, and cultural development (Markova, 2010; Basargin, 2011). The most important condition for harmonization of interethnic relations in a multicultural society is the development of psycho-pedagogical strategies for individuals' ethnic identity formation which is combined with civil identity, because only positive ethnic identity provides the establishment of positive relationships between the representatives of different ethnic groups in a multiethnic society. Education, the formation of human behavior in the course of interethnic interaction should be implemented particularly, in educational institutions that pose new challenges for the teaching community.

Methodological Framework

Problems of inter-ethnic relations' formation among young people

Inter-ethnic relations, being one of the most important spheres of life of any society is extremely difficult to be managed (Lysenko, 2011; Bedzhanov, 2013). Also it is quite difficult to predict their formation and further development. The study of interethnic relations in educational environment, in educational institutions of General and vocational education is particularly relevant, because the attitude towards representatives of other ethnic groups are actively formed in adolescence. At this age stage ethnic identification of young men is actualized, their ethnic mentality is formed.

The Russian Federation is not just a multinational state and its peculiarity are the Russian ethnic groups. First, the composition of the multinational state included diverse areas at different times, and secondly, the Russian ethnic groups are heterogeneous in terms of economic, social and cultural development and thirdly, they have a different political status in the administrative system of the state. Thus, the modern Russian society is multilingual, multicultural, multi-religious and multi-civilized by nature and we are talking about differences not only in the national mental images of the world, but the difference in the types of cultures which possess different social communities (Borgoyakov, 2016).

We believe that it is important to create favorable conditions for the detection of the identity of each ethnic group, and to use effective methods of unification of all ethnic groups and Nations in a single state (Tinkuev, 2012). The basis of the correction mechanism of interethnic relations in educational environment is the technology of international and Patriotic education of students, who possess the all-Russian civil and ethnic identity, culture of international and interethnic communication. And a special role here should be given to educational organizations the substantial potential of which in the formation of students' value orientations, in the education of full personality and

in the prevention of negative social manifestations, is determined by the specifics of their activities.

Educational environment as a factor of prevention of radical and extremist manifestations among students

Today we can speak about the strengthening of the role of educational institutions as the most effective channel of influence on young people in a complex geopolitical situation, due to the representatives' interaction of different cultures and religions during the educational processes; the need for the development of culture of interethnic and interreligious communication; active personal, informational, and cultural development.

The role of educational institutions in modern conditions is enhanced due to the following reasons: the active information development, accompanied by the emergence of new threats to national and international security and the necessity to develop culture of interethnic and interreligious communication.

To prevent the students' involvement in radical and extremist activities, the educational environment should:

- to help the trainee in gaining the ability of becoming to be the entity of his own development in a multicultural world;
- to facilitate in the development of common value-semantic context of the reality perception;
- to regulate entities' activities on the basis of the developed common norms and rules of the organization of life activity;
- to serve as a mechanism to protect entities from destructive tendencies;
- to lead to the interests' and values' harmonization of its entities, etc. (Shibankova & Gruzskova, 2015). Not only educational organizations, but staff and teachers as stakeholders of these organizations possess potential in the prevention of negative social phenomena. Harmonization of interethnic relations in the educational environment involves the activities of teachers, which is aimed at optimization of students' inter-ethnic relations with the complex of educational measures implemented in the educational environment; as well as — activities aimed at the formation of students' positive ethnic identity and the development of skills of effective interethnic communication (Shibankova, 2015).

Results

Analysis of the results of the study of university students' international relations

The authors carried out a survey among students of professional educational organizations aimed at the determining the students' attitudes towards representatives of other nationalities, as well as the amount and nature of information on inter-ethnic relations, which students receive in educational institutions. The survey was conducted in the city of Kazan - a multiethnic and multi-confessional Republic of Tatarstan (Russian Federation). The sample consisted of 500 respondents – students of higher educational institutions. The results showed that among the friends or relatives of the majority of respondents (about 92%) there are representatives of other nationalities. While 52% of the respondents consider that manifestation of negative attitudes towards



representatives of other nationalities residing on the territory of the Republic of Tatarstan is unacceptable phenomenon. Slightly fewer respondents (approximately 30%) are liable to the positive attitude of representatives of other nationalities, answering the question "rather no, than Yes". However, this figure requires careful attention, since in case of change of the situation the respondents of this group may increase a group of respondents whose opinion was clearly categorical (10%) towards representatives of other nationalities living in the Republic of Tatarstan (Fig. 1).

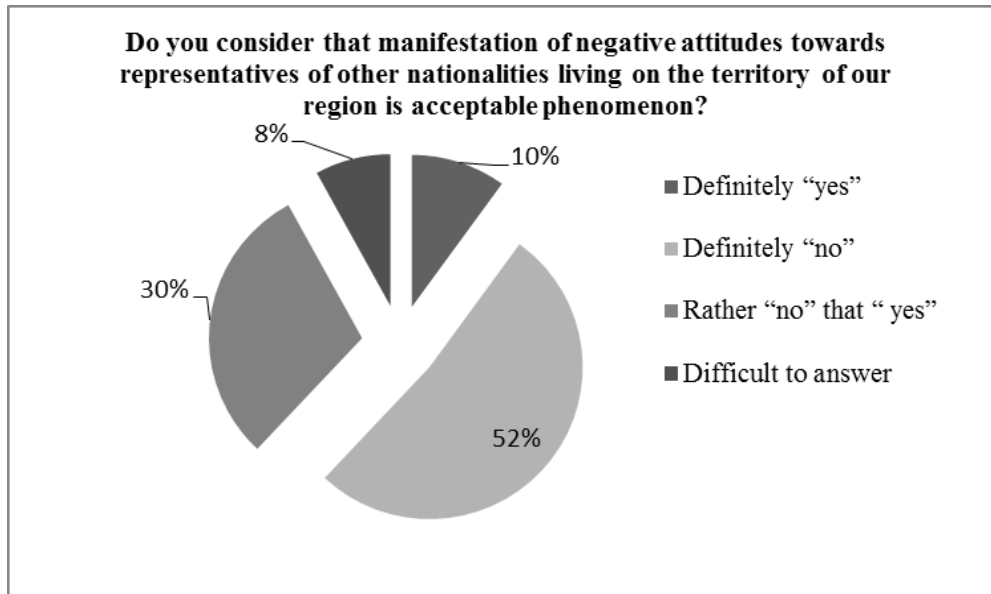


Figure 1. Indicators of manifestations of respondents' negative attitudes towards representatives of other nationalities living on the territory of Tatarstan Republic

Among the channels, on the volume of information obtained about inter-ethnic relations, the leading position is occupied by television and the Internet (82.3 per cent). The educational institutions are on the fourth position (26.5 per cent). (Fig. 2)

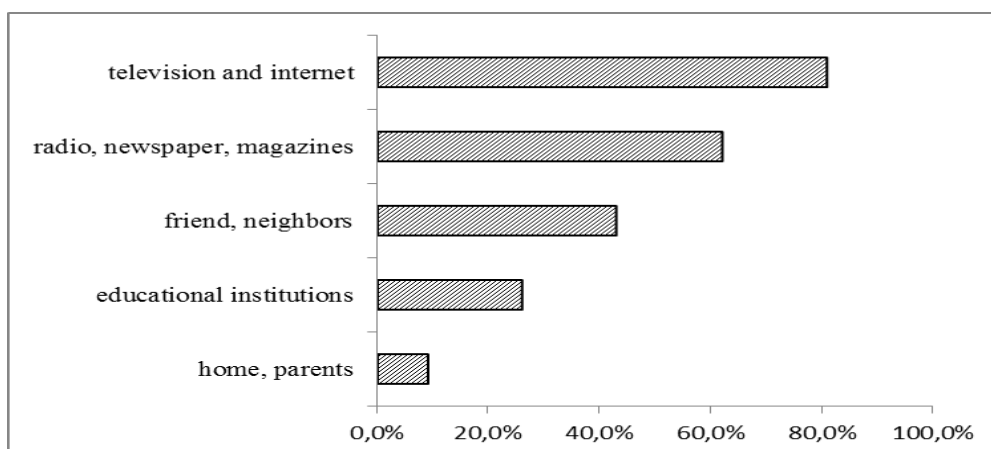


Figure 2. Estimation of the volume of information about inter-ethnic relations which was received by respondents from different sources

On the question about the nature of the information received on the issue of interethnic relations, from the presented in the questionnaire channels, students note that leading TV and Internet represent information which is mostly negative, while the information on inter-ethnic relations received by students within the educational institutions is noted by the majority of respondents (33%) as positive one (Fig.3).

Thus, the obtained data allow to conclude that despite the seemingly positive formation of students' emotional and value attitude towards representatives of other nationalities the alarming is the fact that a considerable percentage of the surveyed students is quite categorical (Fig.1) in their unfriendly attitude towards representatives of other peoples and cultures and a significant percentage are "fluctuating", i.e. not having a solid position, and therefore can be affected by radical or extremist ideologies and to replenish the group of members with negative mood (Shibankova, 2016).

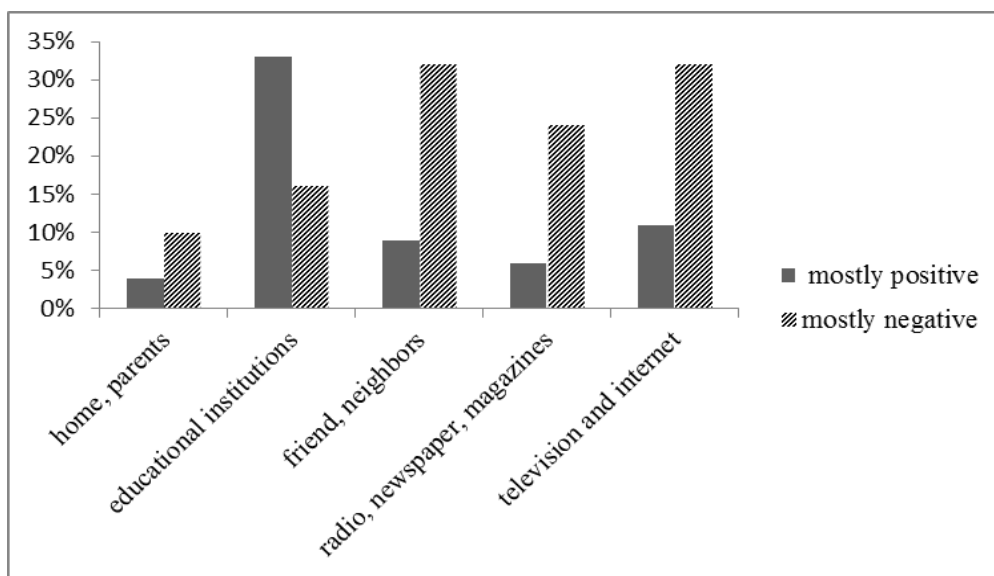


Figure 3. The nature of the information on inter-ethnic relations from different sources

The above mentioned information determines the importance, firstly, of the educational environment in formation of students' emotional and value attitude towards representatives of other peoples and cultures; second, of the teacher's role in the formation of the students' liberal attitude to the representatives of different peoples (Shibankova, 2016).

The definition of pedagogical conditions for correction of interethnic relations in the educational environment in the poly-ethnic region

Analysis of pedagogical research (Belikov, 2004; Sverchkov, 2009; Kupriyanov, 2001; Lisenko, 2005) allowed us to identify the following:



- pedagogical conditions act as one of the components of the pedagogical system and reflect a set of opportunities of the educational environment that impact on the personal and procedural aspects of the system and provide, in our case, its effective functioning in the field of correction of inter-ethnic relations;

- organizational-pedagogical conditions are represented as a set of constructed opportunities of the content, forms, methods of a holistic educational process, underlying the management of operation and development of the procedural aspect of the pedagogical system.

We identified pedagogical conditions that promote a productive correction of interethnic relations in the educational environment in the poly-ethnic region in four levels: conceptual, contextual, technological and cadre potential.

The conceptual level reflects the creation of a tolerant multicultural educational environment; a favorable socio-psychological climate, which can prevent from cultural deprivation in a multicultural educational environment; the unity and integrity of educational systems of intercultural education, which includes interrelated components that allows to project and adjust inter-ethnic relations of students in the period of professional training; the culture of interethnic relations, as a personal integral quality that enables interaction with members of other ethnic groups on the basis of their values.

Formation of social personality, able to interact constructively with others in the cultural diversity of society, with a developed sense of empathy, emotional stability, particularly is important in today's multicultural learning environment, key features of which are: the development; choice of values; regulation on the basis of the developed common norms and rules of the organization of life activity; safety; facilitating the interaction between actors (Bashmakova & Ryzhova, 2014). We are committed to the position of E.A. Konopatskaya (2015) that multicultural educational environment is a system of intercultural social and educational relations of interiorization of national culture, which promotes the formation of the worldview of the student's personality, his cultural identity, emotional-value attitude towards representatives of other peoples and cultures, so its creation will contribute to the correction of inter-ethnic relations in the educational environment.

Creating of a favorable socio-psychological climate contributes to the formation of socio-cultural and life attitudes of the student seeking self-improvement and self-sufficiency. Performing the functions of socialization, socio-psychological adaptation and social protection, favorable socio-psychological climate of a multicultural educational environment promotes the formation of students' high level of citizenship, self-respect, respect for the views of members of other ethnic groups, the ability to navigate the world of spiritual values, etc. Socio-psychological climate in the educational environment must create the comfort of being and eventually to prevent cultural deprivation.

The unity and integrity of educational systems of ethno-cultural education allows designing and adjusting of the process of students' interethnic relations formation during their training. The pedagogical problem is that there is a need in the harmonization of the multiethnic and mono-ethnic approaches in education. Based on the research of A.B. Afanaseva (2009), we believe that the ideal model of ethno-cultural education should be based in the understanding of the unity in diversity and in such a way that harmoniously developed

personality would absorb ethnic and multi-ethnic beginning on the one hand, and the Russian beginning as super-ethnic and regional as sub-ethnic beginning.

The current educational environment is inherent social heterogeneity, which sharpens the problem of interethnic relations. Also the teachers in a multicultural educational environment solve the problem of formation simultaneously of ethnic identity, which distinguishes the student of one ethnicity from another one, and civic identity executing the uniting function.

The solution to the above mentioned problems is directly connected with the educational content. Thus, we proceed to the next level of pedagogical conditions of interethnic relations' correction in the educational environment - contextual level.

The content is based on the conceptual idea related to the necessity of formation of culture of students' interethnic relations in multicultural educational environment, the formation of social personality of the student, who is ready to interact constructively with others in the cultural diversity of society. The structure of the content of ethno-cultural education includes such components as: ethno-cultural-logical, linguistic, multi-ethnic, historical-cultural, cultural-regional, ethno-psychological-pedagogical (Afanaseva, 2009). The basis of the content is ethno-cultural-logical component, reflecting the internal structure of the ethnic culture. We are talking about such areas as, ethno-philological, ethno-artistic, behavioral, which is manifested in customs, traditions, norms of ethno-etiquette and the world view area that is more fully is realized just yet, in empirical ideas about the attitude of man to nature, man, society and the basics of education and morality that are important for our study. Because, in the modern multicultural environment particularly behavioral sphere is actualized, which determines the most important goal - the mastering by personality of cultural norms, the formation of tolerant behavior preserving spiritual and moral values.

The linguistic component is distinguished from ethno-cultural-logical as the most important for communication. Multi-ethnic component represents the integrity of knowledge about ethnic groups in ethnological and ethno-geographical fields and ethnic values. While the historical-cultural one is a field of knowledge about the historical development of ethnic culture, about its entry into national and world culture. In the cultural and regional component the ethno-cultural material in a particular region is reflected. Ethnic identity of students, the mentality, the process of acculturation and enculturation, and the assimilation of the values of ethnic culture is taken into account by the ethno-psychological pedagogical component.

In the segment of the subject/discipline the pedagogical conditions of inter-ethnic relations' correction on a meaningful level reflect:

a) the need to integrate the content of the intercultural aspect with the content of the disciplines of General and vocational education on the basis of inter-subject connections;

b) introducing of multicultural dominants in the content of General and vocational education;

c) the need in ethno-pedagogical education of the younger generation and students with the aim of expanding and deepening ethnic and cultural



knowledge, familiarization with ethno-cultural material integrated in disciplines of General education cycle;

d) introduction of the national-regional component in the content of education;

e) introduction of special courses reflecting the national spiritual culture and history of ethnic groups, presented in the educational organizations;

f) extension of ethno-cultural-logical content into the varieties-additional forms of extracurricular educational activity;

g) ensuring of activities of the system of additional education of children in educational institutions

The technological level involves a consistency and step-by-step attitude on the formation of interethnic relations. In addition it is necessary: the optimal combination of classroom and extracurricular work; the use of multiple forms and interactive methods for the formation of inter-ethnic relations; the inclusion of students into an active intercultural interaction; correction of inter-ethnic relations on the basis of technology of education of students' interethnic interaction.

One of the conditions of such qualities' forming as understanding and acceptance of other cultures, national and civic consciousness, empathy, intercultural understanding of the world is the introduction of innovative technologies, that increases the level of students' awareness about the essential and substantial characteristics of tolerance, tolerance formation in the private sphere of values of the younger generation and its transformation into a regulatory principle of their professional and nonprofessional activities. While the process of education is based on the consideration of cultural and educational needs of national and ethnic minorities, the relationship between cultures, involves inter-national and inter-ethnic interaction, the development of feelings of solidarity and understanding between entities.

Multicultural education involves two entities: leading and small ethnic groups, an essential peculiarity of which is the cultural interaction (Koleyvinova & Gabdulkhakov, 2014).

It should be noted that the main function of multicultural education is the elimination of the contradictions between the systems and standards of education and training of the dominating nations on the one hand and ethnic minorities on the other. There must be mutual adaptation of ethnic groups, rejection of cultural diktat by the ethnic majority.

The level of personnel potential is determined by the conditions connected with improving of the teachers' staffing of General and vocational education, development of teacher's competency and readiness to implement the concept of multicultural education, a deepening of professional consciousness, taking into account peculiarities of professional activity on multicultural education, expansion of professional knowledge, abilities and skills, development of the ability to overcome various barriers in the perception of the student.

The importance of the role of the teacher in modern poly-cultural educational environment makes one to think about the availability of the teacher's necessary knowledge, skills, abilities, attitudes and behavioral orientations as well as multicultural education as a component of professional competency. Important has become the issue of training, professional retraining,

advanced training of specialists working with young students, in accordance with the extremist manifestations in the youth environment (Mukhametzyanova & Shaikhutdinova, 2015).

We believe that the compliance by the educator of professionally reasonable distance, the prevention from extreme views in the educational activities is extremely essential. In the modern educational organization, the teacher needs to be ready for the friendly perception of cultural differences; ready for constructive interaction with the outside world regardless of the features of belonging to a particular social group; be able to interact professionally with participants of cultural and educational activities, to use the opportunities of regional cultural educational environment.

These features indicate on the presence of the teacher's vocational, cognitive, and emotive competencies that will allow him to be ready to work in a multicultural educational environment and to assist in the implementation of its functions:

- to help the trainee in gaining the ability to become and to be the entity of his own development in a multicultural world;
- to contribute to the development of common value-semantic context of the perception of reality;
- to regulate entities' activities on the basis of the developed common norms and rules of the organization of life activity;
- to serve as a mechanism to protect entities from destructive tendencies;
- -to lead to harmonization of the interests and values of its entities, etc.

The formation of these competencies can be carried out on several levels. Namely, in the training of teachers in relevant educational organizations; training on programs of additional vocational education (professional development); at the institutional level; training on programs of additional professional education (professional retraining) (Doronin, Shibankova & Gruzskova, 2015).

The implementation of the totality of pedagogical conditions will allow creating of positive interethnic relations in the educational environment, culture of understanding and perception of different ethnic groups, interethnic interaction.

Discussion and Conclusion

The formation of a new system of education, providing the entry into the world educational space actualizes the issue of formation of culture of interethnic relations among students in a multicultural educational environment. The special importance of this question lies in the fact that the formation of a national-civic identity is an important stage in the formation of social identity demanded by modern social and cultural conditions (Asmolov, 2013).

It is important that the formation of national-civil identity among the younger generation would be based on the ideas of patriotism and internationalism within the multinational and multicultural state (Gukalenko, 2016), it is required to take into account the ideological paradigm of the values of the modern stage in the development of the state, national interests and security of Russian society (Gusayeva, 2012).



The diversity of cultures leads to diversity of value systems, and hence difficulties in understanding and managing cultural diversity. This question is directly related to the educational system at any level, which is reflected in the objectives of the Federal Law "On education in Russian Federation": "the content of education should promote mutual understanding and cooperation between Nations regardless of racial, national, ethnic, religious and social affiliations, to take into account the diversity of philosophical approaches, to promote realization of students' right to free choice of opinions and beliefs, to ensure the development of abilities of each person, the formation and development of his personality according to accepted in the family and society moral social and cultural values".

Before national education system arise, on the one hand, the problem of revival and preservation of the cultural potential of each ethnic group, and on the other - the formation of tolerance and national identity, overcoming of xenophobia and the solution to the current problems of interethnic relations. The proposed pedagogical conditions of formation and correction of inter-ethnic relations involve the creation of a multicultural educational environment that will create opportunities for intercultural reflection, social activity, and entering into constructive intercultural dialogue and inter-ethnic relations.

Disclosure statement

No potential conflict of interest was reported by the authors.

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