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Intercultural Education from Russian Researches Perspective

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Abstract

The purpose of the Russian higher education renovation is the development of educational and professional potential of Russia, formation of the youth readiness for productive intellectual and organizational activities in the open multicultural world. It is important to improve the quality of educational practice due to the very essence of social life in the processes of democratization and the development of national cultures of the peoples of Russia as a necessary tool of formation and functioning of Russian civil nation in its baseline - ethno-cultural and national-territorial levels. It is also associated with the formation of comprehensively and harmoniously developed person performing ethno-cultural and civic self-determination on the basis of national traditions and values of Russian and world culture. Today in Russia we are redefining the conceptual approaches to the educational process. The axiological and humanistic paradigms occupying a dominant position bring to the forefront of cross-cultural basis of education. The study showed the importance of expanding the dialogue of cultures; the need for the young generation's orientation on the effective intercultural communication. All these issues are actively studied by the Russian researchers. The article describes the relevant aspects of intercultural education, viewed by Russian researchers; essence and main characteristics of intercultural education, developed on theoretical and practical levels; systematic, cultural, axiological and competence approaches to intercultural education. The study describes a system of objectives and content of intercultural education; the development of intercultural education issues in Russian school; teaching methods taking into account the students' culture, creating an interactive learning environment, the realization of interdisciplinary projects.

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1. Introduction

In a global world with its intense migration and ethnic revival there is a sharp problem of young people's tolerant attitude towards other cultures, as well as productive interaction skills with people belonging to different cultural groups development. The issues of training students to the effective life in the cultural and heterogeneous society are solved, as a rule, in the framework of intercultural (multicultural) education. Its aim is to develop the students' intercultural competence. The younger generation's focus on effective intercultural communication is today a particularly sensitive issue in education. That's why at the present stage of its development the conceptual approaches to the educational process are redefining with intercultural education occupying important position. In this connection, various studies are carried out in the field of intercultural education in Russia (Dzhurinskiy, 2002). For example, large scale migration to Russia raises many problems not only with housing, employment, acclimatization, but also with the social and psychological adaptation of immigrants into unfamiliar for them socio-cultural environment. And attempts to solve the educational and social problems in the context of intercultural relations brought the Russian government to recognize the phenomenon of the existing society multiculturalism.

Analysis of the Russian researches on the issue of intercultural education and the practice of educational institutions in this direction gives grounds for assuming intercultural education as a communion to the younger generation of ethnic, national and world cultures with a view to spiritual enrichment, as well as the formation of readiness and ability to live in a multicultural environment. Such an understanding of intercultural education implies that education content is drawn from the Russian and world culture, combining the latest achievements of different peoples. In this context, international culture began to stand out as the most important principle in the organization of education.

1.1. Explore importance of the problem

The Russian scientists consider the aim of intercultural education the formation of a person capable of active life in a multicultural environment, having a strong sense of understanding and respect for others, the ability to live in peace and harmony with people of different nationalities and beliefs. At the beginning of the XXI century in conditions of intercultural interaction intensification the absorption of knowledge about different cultures, about their traditions and lifestyle became one of the fore problems of education. All this has affected the importance of educating the younger generation's tolerance and empathy towards other culture values. In this connection there was a need for a concept of education, which could combine the two opposite tendencies such as: understanding of planetary or global mindset and the desire of many ethnic groups to preserve their ethnic culture and identity. Thus, we try to preserve the uniqueness of ethnic cultures and, at the same time, to interconnect with the processes of globalization, integration and internationalization.

As a conceptual approach there can be the concept of global education, which Russian researchers define as one of the directions of modern pedagogical theory and practice that is based on the need to prepare a person for life in an increasingly interconnected world and of growing global problems. This concept deals with the identifying in all the existing social, political, ethnic and religious doctrines something common and agreeable which would define universally acceptable goals, values, and moral principles for the entire global community. It is the implementation of intercultural education practice.

1.2. Status of a problem

Conceptual bases of intercultural education are presented in many publications of Russian researchers: I.S. Bessarabova (2008), O.V. Gukalenko (2003), A.N. Dzhurinskiy (2002). Theoretical and practical aspects of intercultural education in Russian schools are disclosed in the dissertation studies of E.R. Khakimov (2012), V.A. Ershov (2000), Y.A. Karyagina (2007). Pedagogical methods for formation of intercultural competence are described in the works of A.M. Goglenkov (2011), Y.Y. Korotkich (2010). Ways and means of schoolchildren's tolerance formation are presented in the works of T.V. Poshtareva (2006), R.Z. Khairullin (2009). Theoretical foundations of intercultural education in the context of environmental impact on the formation and development of the growing human personality are formulated by A.A. Andreev (2002), L.V. Obraztsova (2011), D.I. Feldstein (1996), E.N. Shiyonov (2002). The issues of the need for justification of pedagogical processes and phenomena of modern

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