

We used the following methods: theoretical (analysis and synthesis of pedagogical, psychological and linguistic literature on the problems of the Russian language teaching in a multicultural educational environment); sociometric (questionnaires, comparison); methods of results processing (qualitative analysis, comparison).

We studied the approaches to the learning of the Russian language in the Republic of Tatarstan, the attitude toward the Russian language in the CIS countries (Kazakhstan, Kyrgyzstan, Tajikistan). The analysis of the results led to the following conclusions:

1. New technologies and methods for teaching Russian language are actively introduced in schools of the Republic of Tatarstan. The design-oriented method as a way of formation of communicative, interactive competencies is applied at different stages of a lesson. The advantage of this method is that it formulates a common problem, the solution of this problem is motivated by creating a common goal. Then the realization and task updating comes, their distribution and solution depending on the individual abilities of group participants. This is a two-way process: independent acquisition of knowledge and the constant adjustment by other parties, which are united by the common case.

All kinds of projects can be used in the classroom: the collection of the source base for analysis and its use in presentations: the word interpretation with the help of dictionaries, language reflection, quotation selection on any topic, gathering of speech material for further research; socially oriented projects (thinking about why we study the Russian language, what are the qualities of a good speech); creative integrative projects, mini projects, limited to a certain stage.

2. Language is a means of communication and the formation of inter-ethnic relations and culture. At the initial stage, because of the collapse of the Soviet Union, the study of the Russian language in some of the CIS countries has been reduced and the study of the native language was a priority, but situation is changing now. It is understood that the Russian language was and remains a window to science and wasting this capital would be to the detriment of our own. (Rahmon Emomali).

3. It's important to expand the study of the Russian language not only in Russia, but also abroad since the cultural and linguistic unity defines the culture of the nation's thoughts.

4. The Russian language allows many CIS countries develop as open systems rather than isolated, narrow systems and that is one of the conditions for successful development in the information age and in the age of globalization.

5. In the last decade, due to the development of society, businesses and IT, a variety of new terms from different languages appeared in the Russian language, mainly from English.

#### **4. Formation of ethnocultural and civic identity in the educational space of the university.**

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In this article we study the problem of identity in a multi-ethnic region, where it is necessary to sensitize the youth to the tolerant attitude, ethno-cultural and civic identity, to introduce them to the national and spiritual values of ethnic groups, to resolve inter-cultural and inter-confessional problems of society, respecting and recognizing the patriotism, national identity and spiritual values of other peoples.

The purpose of this article is to substantiate the fact that the spiritual and moral values of the Tatar pedagogy are effective in the formation of ethno-cultural and civic identity of young students. We used the following methods: Theoretical (analysis, synthesis, comparison, generalization, classification, clustering, etc.); forecasting (theory of pedagogical modeling (the study, analysis and synthesis)); empirical methods (observation, interview, questionnaire, testing, study and generalization of the advanced pedagogical experience); experiment; quantitative and qualitative analysis of the results of experimental work using the methods of mathematical statistics. We studied the conditions of ethno-cultural education efficiency in universities of multiethnic region, the analysis of the results allowed us to identify the following: that the cultural and educational policies of should form teaching methods and content of socio-humanitarian disciplines, development of teaching materials, including the creation of new meeting modern ethnocultural and social challenges, which is an essential condition for the effectiveness of national solutions. We suppose that ethnic and religious problems should be payed special attention in the process of training and retraining teachers. In the field of humanities and social studies a special attention should be payed to the following issues: - increasing knowledge about the cultural diversity of the peoples of Russia and foreign countries; - using a new context of available training courses, filling these courses with content that reflects the ideas of intercultural and peaceful resolution of conflicts and contradictions; - The introduction of new disciplines and additional courses for discussion of ethno-cultural issues; - changing the forms and methods of practical lessons and seminars with students, for example, increasing the number of debates, discussions and other active forms of teaching; - maximum use of extra-curricular activities (expansion of interaction of the future experts with representatives of public organizations, diasporas, religious denominations; constant interaction and exchange of experience between foreign teachers and students; participation in various environmental clubs, etc.).

**Key words:** ethno-cultural and civic identity, spirituality, morality, values, culture, education, folk pedagogy.

#### **5. "Formation of a students civil liability"**

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Despite the fact that nowadays there is a large amount of research devoted to the problem of civil education (mainly in the field of school education), still the issues of formation of civil liability among students is very poorly developed. The problem of students civil education is relevant as at the present stage we can see that:

- the orientation of the civic education content to the legal education while ignoring personality-oriented aspects of civil behavior - the ideals and principles of civic, moral and spiritual criteria of social life, humane treatment of cultural differences and traditions of different peoples, ability to understand the specific life situation and behave accordingly, etc.;

- the absence of a clear methodology for education of students, that is responsive to the needs of changed social conditions, and the system of moral and material incentives for high school teachers for the implementation of educational work among students.

This is evidenced by the presence of a number of contradictions between the urgent needs of society for young people with a formed civil culture and insufficient development of mechanisms that would allow to solve successfully this problem in the context of university education; between the orientation of the higher education system to solve the problems of formation of professional competence and the need to solve simultaneously the problems of formation of civil culture of students (in the science of organized educational work) and others.

In the article "The importance of civic education", published in the "Democracy and Society" journal it was stressed that "in many ways, focusing on civil society is deserved, as public awareness and activity play an important role in any functioning democracy." Moreover, "civic education must necessarily be related to the understanding of the ideals of democracy and to motivated commitment to the values and principles of democracy." This idea is emphasized by the national encyclopedic dictionaries, "the main goal of civic education is the education of human moral ideals of society, feelings of love for the country, the need to work for the well-being of society, etc."

As the objectives of this article, we plan: to reveal the essence of the concept "civil responsibility of the student", to identify the factors, some forms and methods, and to develop a model of pedagogical formation conditions of civil liability in the modern student's youth.

#### **6. "The conditions of students cultural socialization in multiethnic space of KFU"**

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Multinational state and society needs active young people capable of creative activity in the multi-ethnic space. One of the possible solutions to this problem is becoming to attract young people's attention to the culture of their people and culture of the peoples living nearby, and its successful cultural socialization.

The youth nowadays is formed in the surrounding visual field through the Internet, magazines, television, etc., which act as the most important institutional factors in the formation of young generation stylization in the conditions of globalization. There was a need for the active use of alternative factors affecting the process of cultural socialization among students of Kazan Federal University. Not only the learning process has an impact on the cultural socialization level of students. University educational system is one of the important factors of cultural socialization. One of the elements of this KFU's educational system is a complex of its unique museums.

#### **СИМПОЗИУМ НА ТЕМУ «ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ПОЛИКУЛЬТУРНОГО ОБРАЗОВАТЕЛЬНОГО ПРОСТРАНСТВА»**

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##### **Общая характеристика симпозиума**

Симпозиум посвящен обсуждению проблем, связанных с выявлением противоречивых тенденций существующих в поликультурном образовании, о понимании сущности феномена формирования поликультурной личности, о психологических аспектах социокультурных рисков адаптации мигрантов в условиях поликультурного образовательного пространства, о подготовке будущих специалистов к профессиональной деятельности в условиях поликультурной среды. Целью симпозиума является определение практических аспектов процесса формирования поликультурной личности как психологического явления.

**Ключевые слова:** поликультурность, социокультурные риски адаптации, мигранты, поликультурная среда, поликультурное образовательное пространство.

##### **Аннотации докладов симпозиума**

#### **1. «Социокультурная депривация подростков мигрантов- мусульман как фактор возникновения межконфессиональной интолерантности».**

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Проблема исследования. В современном научном пространстве феномен депривации как психологический и социальный феномен привлекает внимание исследователей, однако при всем разнообразии подходов к изучению психической депривации, вопрос о влиянии социокультурной депривации на формирование межконфессиональной интолерантности у подростков мигрантов-мусульман не были предметом специального рассмотрения. Данная тема исследования имеет особую значимость в связи с тем, что социально-психологическая адаптация семей мигрантов-мусульман, находящихся в ситуации вынужденной или преднамеренной миграции детерминирует возникновение акультурационного стресса, переживание депривации и изоляции. Зачастую невозможность ребенка приспособиться к иноконфессиональной среде, провоцирует в подростковой среде возникновение межнациональной ненависти и вражды, религиозного фанатизма и экстремизма. Цель исследования: изучить взаимосвязь социокультурной депривации и межконфессиональной интолерантности у подростков мигрантов-мусульман. В исследовании принимали участие 70 подростков мигрантов-мусульман, в возрасте 15-16 лет. В качестве диагностического инструментария использовались Шкала социальной дистанции (Э. Богардуса), Вопросник на измерения толерантности (В.С.Магун, М.С.Жамкочьян, М.М.Магура), симптоматический опросник SCL-90, тест фрустрационной толерантности Розенцвейга, опросник временной перспективы Зимбардо. Проведенное исследование позволяет сделать вывод о том, что социокультурная депривация связана с чувством неудовлетворенности, компульсивностью, восприятием окружающей среды как враждебной, склонностью к преувеличению опасностей, в острых депрессивных переживаниях, отсутствием положительным видением своего будущего, ощущением невозможности изменить или улучшить условия своей жизни, чувством