

## Professional Evolution of Student's Personality in Conditions of Poly-Cultural Educational University Space

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**Abstract:** Within the frameworks of this study the tasks and peculiarities of formation of professional and cultural values of future Foreign language teachers have been demonstrated in conditions of poly-cultural education. Substantive component of pedagogues' teaching has been singled out from the viewpoint of axiological approach: conditions that favour development of professional values of students in poly-cultural educational university space. In the study, we have examined poly-cultural educational university space as one of backbone factors of formation of generally cultural competences of bachelor students which was implemented in this area as in the system of inter-cultural social and educational interrelations that favour interiorization of national culture, formation of panhuman values of students by means of poly-cultural education through the prism of studying of professional humanitarian disciplines (on the base of Kazan (Privolzhye) Federal University). Selection of research methods was conditioned by the tasks set and was performed in three diagnostic dimensions that corresponded to main determinants of career success: "Professional identity" (diagnostics of students' motivation and attitude to their professional education and future activity); "Professional orientation of personality" (individual characteristics are defined through judgments of the subject) and "Available aims and understandings about self-projecting" (it is performed by means of Projective and Psycho-Semantic methods).

**Key words:** Poly-cultural education, educational environment, linguistic community, globalization, personality, humanitarization

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### INTRODUCTION

Study of social and educational area of Institute of Philology and Intercultural Communication of Kazan (Privolzhye) Federal University generates a need for examination of such phenomenon as poly-cultural educational space. In the course of the study, we examine poly-cultural space of higher educational establishment as a social and educational sphere of formation of bachelor student's cultural competences which is realized in it as in the system of intercultural social and educational interrelations that favour interiorization of national culture formation of panhuman values by means of poly-cultural education through the prism of studying of professional humanitarian disciplines.

Dialogue is the main form of cultures' existence, since, they don't have their "own territory" and "the culture is only revealed profoundly in the eyes of another culture". Dialogue exists not only between the cultures but also inside the, since each culture is ambivalent.

In domestic science, the idea of culture dialogue was a subject of stuffy of Bakhtin (1979). He interprets the

notion "dialogue" as an exchange of meanings, individual's search of one's own meaning and common meaning for participants of the dialogue. An adequate dialogue is possible when the participants accept equivalence of positions and meanings, which open in statements, judgments, verbal cues, agreement, indignation, expectation, etc. (Bakhtin, 1979).

Tendencies of modern society in social, cultural, economic and political spheres led to formation of poly-cultural society basing on cooperation and further, closing up of representatives of various nations.

One of the main tasks of modern educational system is upbringing the following abilities in new-generation personality: ability to respect cultural values of other nations and organize communication with people from various national, religious and social groups. New objectives of national politics are stated in Article 12 of Federal Law No. 273 "Concerning Education in the Russian Federation" which took effect on the 1st of September, 2013: "Educational content should favour mutual understanding and cooperation between peoples

regardless of race, nationality, ethnicity, religious and social set-up, consider variety of world view approaches, favour realization of students' rights to freely choose one's opinions and beliefs to provide development of each person's skills to form and develop individuals in correspondence with spiritual, moral and social principles, applicable in family and society".

Now a days ideas of poly-cultural education become more and more popular. Problems of poly-cultural education are touched upon by Vasilyeva (2009) as such foreign researches like D. Banks, S. Banks, E. Meiler, A. Toynbee. In the early 20th century, F. Gansberg, L. Gurlitt, G. Sharelmann introduced knowledge of ethnical and world culture into notion of poly-cultural education. According to them, ethnical and world culture favour development of panhuman and common cultural cognition of individual and establishment of ideas about united world.

International encyclopedia of education considers poly-cultural education to be an important component of modern education which helps students understand cultures of other peoples and respect culture systems of various ethnic groups.

According to Tomas, poly-cultural education exists when an individual seeks for communication with people from other cultures. The aim of such communication is obtainment of knowledge about their specific system of perception, cognition, thinking, their value system, integration of new expertise into one's own cultural system and change in consistency with foreign culture. Poly-cultural education encourages not only to cognize foreign culture but also to analyze the system of one's own culture.

We consider O.V. Gukalenko's definition of poly-cultural education to be the most accurate and full: "poly-cultural education is a process of digestion of ethnical, national (Russian) and world culture by younger generation for the aims of self-enrichment, development of global consciousness, formation of ability to live in multicultural poly-ethnical environment".

We consider Kapterev (1982)'s ideas about role of poly-cultural education, interconnection of the national and the panhuman in pedagogy to be important. Kapterev (1982) referred language, religion, everyday life to be peculiarities of pedagogic process. He called for development of sense of belongingness to all the humankind: to reduce the statements like "native ethnoid the only carrier of genuine culture and other peoples should only serve to it at schools as much as it is possible". According to the scientist, pedagogic activity is initially performed basing in national ideal and then it is transformed into activity, directed at achievement of

panhuman ideal. He emphasized that in education "we need to refer not to one nation but to the large number of nations to review their ideals and use foreign valuable features to fill the gaps of one's own national ideal; the national should be combined with the foreign, the nationwide and the panhuman" (Kapterev, 1982).

The reality is that the language, used as a means of international communication regardless of state or region, performs functional load, i.e., it is widely used in government affairs, official institution as means of education as well as in everyday life. In Russia this function is performed by Russian language. In Russia poly-cultural education is based on the following pedagogical principles:

- Education of human dignity and good morality in pupils
- Education for co-existence of social groups of various races, religions, ethnic groups
- Education of tolerance and readiness for mutual supportiveness and cooperation

Analysis of poly-cultural education's principles in Russia proves that domestic researches mainly take philosophy of humanism and cross-cultural principles as a base which implies recognition of human as a supreme value, defense of one's dignity and civil rights, accentuating equality, inherent value and diversity of cultures, importance of their integration, humane and tolerant relations between representatives of various cultures. Subjects of poly-cultural education may have three key characteristics:

- Cultural solidarity
- Linguistic solidarity
- Status of national minority or majority

In poly-cultural education two subjects are usually involved: leading ethnos and minor ethnos, essential feature of which is cultural interaction.

Diversity of minor ethnic groups was created by historic, social, cultural and other peculiarities of their occurrence.

The main function of poly-cultural education is first of all, elimination of contradictions between the systems and norms of education and upbringing of dominating nations from the one side and ethnic minorities from the other side. Mutual adaptation of ethnical groups is expected as well as abandoning of cultural dictate by ethnic majority. Among the functions of poly-cultural education we may note the following ones:

- Forming visions of diversity of cultures and their interconnection
- Realizing the importance of cultural diversity for students' self-fulfillment
- Teaching positive attitude to cultural diversities
- Development of skills of cooperation between carriers of different cultures on the base of tolerance and mutual understanding

## **MATERIALS AND METHODS**

Content of poly-cultural education is hinged on the following four orienting points: socio-cultural identification of individual; learning system of notions and visions of poly-cultural environment; teaching positive attitude to diversified cultural environment; development of social communicative skills.

There exists a significant issue of poly-cultural education's organization. One of the main means of such organization is corresponding learning of these or that academic disciplines. Ideologists of poly-culturalism suppose that introducing poly-cultural component into academic disciplines may resolve double task: it stimulates students' interest to new information and offers various viewpoints with reference to the world outside. Bilingual and multilingual educations are leading in this case (Native language, the language of dominating ethnos, Foreign languages). Scientists state that learning foreign languages not only serves communicative aims but also helps adapting to various mindsets, ways of thinking, sensing, behaving and to other humane values as well.

Thus, the main aim of poly-cultural education is to help young generation with development of tolerance of intercultural competence that provides corresponding living in multinational and multicultural environment.

Industrialization, globalization and informational space procreated mass migration which favours creation of multicultural environment. This fact requires educational system to resolve difficult tasks of preparing young generation to life in conditions of multinational and multicultural environment, formation of communicative skills in people of various nationalities, races and confessions. Integration into world community and development of global world view require consideration of national traditions in education and upbringing; creation of conditions for formation of students' cultural identity; formation of diversified and complex cultural medium for development of person. Humanistic person-oriented paradigm may help in resolving of this task where the student and the teacher become equal partners in education which is based on the principle that "a person

cognizes and creates culture by means of dialogue communication, exchange of notions and creation of works of individual and collective character" (Bondarevskaya, 1999).

According to sociologists, the Republic of Tatarstan represents quite developed but a typical region of the country. Kazan is a multinational city which created specific conditions for upbringing and educating students and which grounds the existence of poly-cultural environment a new, diversified and adjacent cultural environment for full-fledged development of individual. During the last 15-20 years there has increased influx of migrants to our country which led to the fact that not only national subjects of Russia became poly-cultural societies but provincial towns as well. The Republic of Tatarstan is the constituent unit of the Russian Federation and is no exception. At the moment, there live 115 nationalities in the republic. Beside Tatars who represent 53.24% from total population and Russians who represent 39.71%, the largest populations also include Chuvashes, Udmurts, Ukrainians, Mordovians, Mari and Baskir. There are about 1000 religious communities, registered in the Republic of Tatarstan. However, there is still a contradiction in their willingness to adapt while preserving one's own ethnic culture.

This fact set education with a range of complex practical and theoretical problems. For their solution, it is necessary to engage all components of pedagogic science (theory and training techniques, didactics and basic pedagogy). This pedagogic chain would be inadequate to a lesser or greater degree if it is oriented not clearly enough. For this, initial general pedagogic problems must be resolved with connection with adjacent ethnical, pedagogical, culturological and social aspects. Creation of poly-cultural, poly-mental school and its pedagogy should become the main task. Though, this is not about introducing particular and fragmentary questions into theory of education or upbringing but about development of a complex of poly-cultural education that would reflect the whole range of the problems. Its theoretical and practical solution would provide full-fledged integration of personality into united poly-cultural educational environment. Improvement of education and upbringing of young generations is called to be performed in the context of creation of poly-cultural educational environment as one of determinative factors that influence the person growing. Poly-cultural educational environment covers various scales and includes rather difficult relationships of education and socio-economic environment, family and society.

It is obvious that multicultural society feels the need in new world outlook, directed at integration of cultures

and nations for the purpose of their further rapprochement and mental enrichment. All these factors ground the importance of poly-cultural education and upbringing which are aimed at formation of educated person, creative person who is able to live actively and productively in poly-cultural medium.

Priority is given to researches of improvement of international communication, development of multicultural education theory. Theory and practice of multicultural education require university to become cultural discussion to help students resolve personal differences in team to learn to resolve problems and conflicts, connected with international communication through compromise, dialogue and cooperation (Agirova, 2009).

In our study, poly-cultural environment of higher educational institute represents socio-educative means of forming tolerant personality of bachelor students. At this, regional specific features are of great importance. Having studied its peculiarities, we would like to make the following conclusions:

- First, higher educational establishments of the region are poly-cultural systems which help students learn various cultural values of different cultures in the Republic of Tatarstan
- Second, higher educational establishments take into account traditions of ethnic groups that live at the territory of the region which helps creating conditions for formation of cultural identity of students
- Third, childcare educational institutions use the system of bilingual education

At the same time, region's educational institutions need more profound methodical and practical groundings for poly-cultural space which would provide each student with equal conditions for harmonious social and cultural, panhuman cosmopolitan development, regardless of nationality, social background and family traditions.

Poly-cultural education allows examining and understanding the diversity of nations, inhabiting our planet more profoundly. Cultural differences that define affiliation of person with this or that group is the most evident manifestation of values and viewpoints. These differences are reflected in people's preferences and relations, lifestyle and world outlooks and they are products of each nation's evolution and its adaptation to one's environmental conditions, style of life and life

circumstances with the aim to satisfy the needs that are common for all the groups and all the nations. Within the frameworks of poly-cultural university environment intercultural and social relations are formed which favour transfer of national and global cultures and creation panhuman values on their base in the process of teaching humanitarian disciplines.

Having regard to the above, poly-cultural education is of multi-disciplinary character. Beside the languages, it studies a wide range of humanitarian and professional disciplines.

Being of person-oriented character, poly-cultural education is aimed at creation of psychological and pedagogic conditions for achievement of creative and tolerant person, able to create material and spiritual wealth, brought up with regard to national and panhuman values; recognizing uniqueness of students' personalities, it implements humanistic principles in organization of education process (Vasilyeva, 2009).

Educational environment of Kazan (Privolzhye) Federal University is no exception. There study not only students from various constituent units but also students from neighboring countries and beyond.

Within the frame of our study, training of students of Institute of Philology and Intercultural Communication of Kazan (Privolzhye) Federal University is performed on the base of cross-curriculum integration of corresponding professional humanitarian disciplines, provided by FSES HVE.

Uniting component is presented by content of professional humanitarian disciplines in particular, pedagogic, methodic and linguistic ones and also teaching practice, research and development activity of bachelor students.

Poly-cultural education helps bachelor students find common traits in all this diversity. Each nation creates its material culture: houses, food, clothes, work equipment, property, etc. in accordance with its needs and living conditions. Each nation has its own forms of art and labour, its language and other communicative means, its social organization and social control system. Each nation has its own, formal and informal, system of education and transfer of national values, traditions and rituals that express views and beliefs of this nation, its mechanisms and establishments that perform various economic functions.

In spite of different problem, statements of poly-cultural education by Russian scientists, we may mark the key idea: to give students corresponding knowledge, form and develop the skills that would allow them actively and

Table 1: Structure of study and choice of research methods

Diagnostic directions	Tasks	Methods	Destination
Occupational choice (professional self-actualization)	Motivational direction of students, their attitude to their professional training and future activity	Psychological and sociological survey "Motives for occupational choice" Psychological and sociological questioning "The level of competitiveness" by V.I. Andreev	Degree of justification of professional choice and study of motives and reasons of occupational choice. It is recommended for study of available personal views that favour achieving success in professional activity
Professional orientation of personality	Diagnostics of "traits". Generalized characteristics of personality that regulates formation of behavior styles in various situations. Influence of need in achievements on efficiency in activity	Questionnaire on professional orientation by J. Golland Personl questionnaire "The level og subjective control" by E.F. Bazhin on the base of control locus scale of J. Rotter Method of testing person on motivation to failure avoidance behavior of T. Alers	It is directed at correspondence of skills and abilities to selected profession. Change of control locus as generalized variable. It is designed for measuring degree of need to achieve success and motivation of avoidance behavior
Presence of aim and visions of self-projecting	Psychological testing of students both conscious and unconscious attitude to engineer profession, to their present and future and to career success	Projective technique "Temporary decentrations" Method of colour associations, designed by I.L. Solomin on the base of Colout Test of attitudes (CTO)	It is directed at investigation of temporary prospects and person's visions of the future (cit. ex. Kornik A.A., Golovakha E.I.). It allows obtaining quality group data by means of detecting connections of presented respondents between these and those aspects

productively cooperate with representatives of various cultures. In other words, the primary task of poly-cultural education in Russia lies in teaching young people to be tolerant and respectful with regard to cultural differences in conditions of poly-cultural environment.

We suppose that formation of general cultural competences of bachelor students in poly-cultural educational university environment is directed at participation and inclusion into native culture and foreign cultures, on formation of ethnical identification.

In this connection principally, important role is given to creation of integral poly-cultural area at university which would be based on humanistic principles and would be oriented at each subject of educational process.

Choice of research methods was conditioned by the tasks set and was performed in three diagnostic dimensions that correspond to main determinants of career success: "Professional self-actualization" (diagnostics of students' motivation and their attitude to their professional education and future activity); "Professional personality orientation" (individual characteristics and their diagnostics through statements of the subject) and "Presence of aims and visions of self-projecting (it is performed by projective and psycho-semantic methods (Table 1).

This diagnostic complex as a technique for investigating the level of professional becoming is directed at measurement of the following parameters: motivational directivity of bachelor students, influence of specific needs in achievements on efficiency of pedagogic specialists' activities, activeness of personal position, internality, key orientations of the person including self-development and -improvement.

Questionnaire "Motives of occupational choice" is a list of specific motives which should be ranged in accordance with one's preferences:

- Affordability of education
- Conditions of education
- Opportunity to advance
- Vocation
- Prestige of profession

## RESULTS

Analysis of studies we performed shows that many students having chosen their profession are not quite sure whether they made a right choice. This is a crisis of occupational choice which is worsened by the fact that educational process gives a few opportunities to help students grow their confidence.

Thus, 37% of future pedagogues answered that their choice was motivated by interest to this profession, conditioned by its demand and prospects.

Only 5% of these students were guided by their abilities to selected type of activity. The other 63% chose their future profession "accidentally": "it just happened", "together with a friend", "in order to avoid army".

Obtained data allow detecting students who are characterized by some infantilism, concentration on actual events with no future insight, non-specific and non-realistic temporary prospects, since they see their future too optimistically. At the same time, they are not satisfied with the choice they made and they are inclined to put off contemplations about further plans.

It should be noted that dissatisfaction with professional choice distorts visions of future, creating significant stumbling block for achieving career success.

Table 2: Typology of main directivities according to J. Golland

Types	Psychological characteristics of person and one's abilities	Orientation, directivity, preferences
Realistic	Activeness, business-like manner, persistence, rationality, practical thinking, well-developed motor skills, special imagination, technical skills	Specific result, transformation of objects and their practical application, absence of obvious directivity at communication
Intellectual	Analytical mind, independent and original mindset, insight, curiosity, inclination to fantasies, intense inner life	Ideas, theoretical values, intellectual work, solution of intellectual creativetasks that require abstract thinking, absence of obvious orientation at communication, preference of communication of informational character

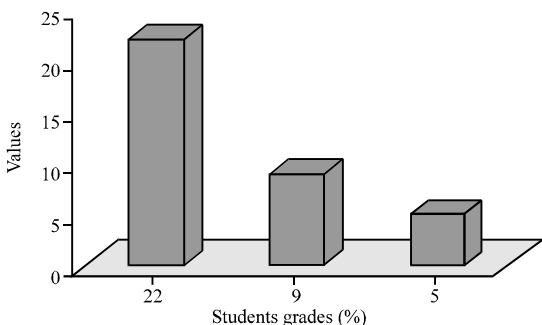


Fig. 1: The performed testing among the students of the 1st-4th grades

In general, the questionnaire shows realistic picture of students' plans (professional and worldly ones): accuracy or generalization, longtermness or fugacity, unrealistic optimism or pessimism.

Let us study one of the questionnaires, taken in bachelor students of KFU for determination of professional directivity per J. Golland's Method. This choice is conditioned by the statement that if the person chooses profession that corresponds to one's personality type, he/she may achieve the highest successes and get the biggest satisfaction from one's work. Description of each of the six models of socially professional environments is performed with consideration of activity, competence, peculiarities of perception and values that construct this subject medium. Thus, according to J. Golland's typology, profession of pedagogue corresponds to directivity of realistic and intellectual types which are characterized y the following peculiarities (Table 2).

Performed testing showed that among the students of the 1st-4th grades 22% of students have realistic type of personality, 9% of students are of intellectual type and combined directivity is seen in 5% of respondents. Thus, only 36% of students have personality type that to a lesser or greater extent corresponds to selected pedagogic profession (Fig. 1).

### CONCLUSION

Thus, our students successfully went through adaptation. We learnt about their peculiarities and they

learnt about their own ones and now they face the task to accept themselves just in the current state. And if the student doesn't like to accept one's "present self", then the task is to change oneself to correct mistakes and refine oneself, forming an adequate self-assessment. For this, one needs to masker techniques of self-regulation, self-development and self-education.

In conclusion, we'd like to note that the search of valid methods of competence approach to formation of professional personality of the specialist is still ongoing and is still under development. It needs provision of specific methodic materials and large-scale scientific generalization of principles, tasks, means and methods of realization, it requires detailed survey and theoretical analysis in terms of pedagogy and psychology.

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