

## MULTICULTURAL COMPETENCE OF THE EDUCATION SUBJECTS

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**Abstract:** *At the present stage, the multicultural education problem is relevant and practically significant for the higher education. The authors of the paper analyze the multicultural competence of the education subjects: teachers, parents, students, and point to the constant mutually enriching cultural interaction between the subjects.*

**Keywords:** *multiculturalism, personality competence, professional pedagogical competence, multicultural competence, multicultural environment, subjects of the educational process.*

### INTRODUCTION

Thanks to the globalization and integration processes, as well as increasing mobility of the population, the modern world became a complex multicultural community. "Multicultural society" is a social and scientific concept that became widespread in the 1960s in immigration countries such as Australia, Canada, New Zealand, and the United States. This term means the coexistence, interaction between cultures that differ from each other in language, religion and life forms. V.I. Matis

described the concept of “multiculturalism” defining it as “preserving and integrating the cultural identity of a person in a multinational society, which allows the formation of tolerant relations between different nationalities, and foster a culture of interethnic communication.” (Mathis, 1999). Multiculturalism is a new direction in theoretical research and practice of Russian education. Over the past ten years, there have been many publications on this issue. Among them, the works by E.V. Bondarevskaya, V.P. Borisenkova, A.N. Dzhurinsky, G.M. Kojaspirova, G.D. Dmitrieva, V.I. Matis, V.A. Tishkov and others can be noted. Each scientist gives their own interpretation of the concept under study. According to E.V. Bondarevskaya, multiculturalism as a pedagogical category means “the creation of diverse cultural environments within which the development and formation of an individual is carried out, the experience of cultural-like behavior is acquired, the skills of intercultural communication are formed, the basic values of which are respect and the desire for dialogue with another cultures, as well as cultural self-determination of an individual, and their cultural identity” (Bondarevskaya, 1997). G.M. Kojaspirova considers multicultural education as “the idea of a new movement in the field of education (Kojaspirova, 2001).” The problem of multicultural education was studied by foreign researchers (M. Anber, J. Banks, G. Garcia, M. Gordon, J. Schmidt, and others). In their understanding, multiculturalism is a society consisting of different ethnic groups interconnected by historical circumstances. The multicultural nature of modern education is developing on the basis of the general humanistic and pedagogical ideas of humanity, equality and tolerance. Knowledge of multicultural issues is the basis of understanding and building relationships in modern society.

## METHODS

Russian President Vladimir Putin in his message to the Federal Assembly noted that education should play a significant role in the development of Russian society (Mizurova & Rokityanskaya, 2018). Modern education includes the competencies necessary for a person as an individual, a representative of a particular profession, a member of a society, and a citizen of a country. In the educational environment, the problem of the general competence of the individual is the most developed. According to scientists A.G. Bermus, E.F. Seer, V.I. Bidenko and others, the competence of a person is represented by the cognitive, emotional, motivational-value, and activity components that allow persons to successfully realize themselves in various spheres of life. So, N.V. Kuzmina means the competence of a person as the integration by the subject of professional activity of the extracted knowledge, both from scientific and literary sources, and from personal experience of observing other people in the conditions of professional and non-professional activity. A scientist identifies features of competence: this is a high mobilization readiness of a subject both to apply knowledge in solving special and professional problems, and to extract from their own experience a new knowledge necessary to develop their own style, and author's system of professional activity (Kuzmina, 2002).

We will begin to consider the multicultural competence of the subjects of education from a teacher as a subject of professional activity. The current situation in education is characterized by the introduction of new federal state educational standards of public education containing requirements for students and a new professional standard of a teacher. A teacher is seen as a key figure in educational reform. “Nothing can be improved in the matter of education and upbringing, and in the whole school business, by passing a teacher’s head” (K.D. Ushinsky). T.G. Braže

defines professional competence as a multifactorial phenomenon which includes a teacher's knowledge and skills system, its value orientations, motives of activity, integrated cultural indicators (speech, style, communication, attitude to oneself and one's activity, to related fields of knowledge) (Brazhe, 2002). N.V. Kuzmina gives her definition of professional competence as the ability of a teacher to turn a pedagogical specialty into a means of shaping a student's personality, taking into account the restrictions and requirements imposed on the educational process by the requirements of the pedagogical norm (Kuzmina, 2001). In addition, many scholars point out many important personal characteristics of a teacher, such as the development of humanistic values, psychological endurance and flexibility, tolerance. They point out that, having analyzed professional pedagogical competence, which we will understand as a complex phenomenon that includes value-semantic orientations of a person, the system of professionally significant knowledge, skills and algorithms available to a teacher. The Key Competences for Europe report published at the symposium on the Council of Europe program in Bern identified five key competencies in education, one of which is multicultural competency, i.e. a key competency in the structure of professional and pedagogical competence. According to G.V. Palatkina, in a multicultural educational environment, the teacher should be competent in the following areas:

- culture and pluralism: the essence, diversity, correlation and dynamics of cultures;
- communication and cultural barriers: culture and a variety of forms of perception, language and non-verbal communication, languages and a variety of ways of thinking related to a culture;
- culture and multi-ethnicity: features of a multicultural educational space, cultural and demographic characteristics of a multi-ethnic space;
- psychosocial identification and intercultural relations: cultural differences and the formation of psychosocial identification, stereotypes, mutual understanding of cultures, the situation of minorities, and socio-political aspects (Palatkina, 2001).

The scientist M. Ramirez believes that multicultural competence is manifested in the teacher's desire to maximize the development of their personality; in the ability to adapt to various situations; in possessing leadership skills; in the ability to resolve conflicts in diverse groups through innovative solutions (Ramirez, 1999). D. B. Pop-Davis, H. L. Coleman, W. Ming Lu and a number of other scholars define multicultural competence as a set of teacher characteristics expressed in the desire for knowledge about cultures and interaction with representatives of different cultures; in the awareness and understanding of attitudes and stereotypes; in striving to expand the worldview; in social activity aimed at overcoming all forms of social injustice (Pope-Davis et al., 2003). For the success of training in a multicultural environment, it is necessary to highlight the personal characteristics of a teacher, such as: empathy, tolerance, flexibility, patience, persistence, the ability to emotional support, enthusiasm and sense of humor. Based on the foregoing, multicultural competence will be understood as a condition for effective pedagogical and interpersonal interaction between teachers with other subjects of the educational process. A student is another important active subject of the educational process. From several studies devoted to the subject of educational activity, its main characteristics were distinguished by scholars: learning ability (D. B. Bogoyavlenskaya, L. S. Vygotsky, B. V. Zeigarnik. Z. I. Kalmykova, N. V. Kuzmina, V. D. Nebylitsyn), intellectual qualities (Z.I. Kalmykova, S.L. Rubinshtein, G. Klaus), emotional characteristics (L.S. Vygotsky, I.A. Vasiliev, P.P. Volkov, S.V. Kondratyeva, M.A. Manoilova, V.S. Yurkevich). A.V.

Khutorskoy, for example, refers to the student's competence as a set of personality qualities (value-semantic orientations, knowledge, skills, and abilities), due to the experience of his activity in a certain personality-significant sphere. The interaction between the subjects of the educational process is indicated in their studies by A.G. Andreeva, I.A. Zimnaya, N.V. Kuzmina, V.G. Kazanskaya, and others. Collaboration is actively being studied as a form of interaction in the researches of such scientists as L.I. Aidarova, V.P. Panyushkina, G.A. Zuckerman, and others. So, for example, I.A. Zimnaya notes that each teacher and student together are an aggregate subject of the entire educational process (Zimnaya, 2004).

Modern youth is quite independent, mobile, and initiative. A person in a renewed society should be free, and should preserve the freedom of conscience, judgment, opinion, choice of their specialty, general cultural interests, aspirations and priorities (Vorobyov & Mizyurova, 2001). For university students, an educational institution is an environment where a person spends a lot of time and is formed as a person. The main professional educational program of higher education has as its goal the development of students' personal qualities, as well as the formation of general cultural and professional competencies in accordance with the requirements of the Federal State Educational Standard of Higher Education. Today it is important to determine the teacher's abilities to influence student youth, expanding its spiritual world, and developing means of influencing the perception of the world around them. The educator should be not only a good specialist, but also has moral competence, and moral nature to implement the idea of education as a development process (Rokityanskaya, 2017). The concept of development of the Federal State Educational Institution of Higher Education "The Vavilov Saratov State Agrarian University" has noted that the work of a teacher should be aimed at the formation of tolerant thinking, harmonization of interethnic relations and the development of a culture of tolerance among young people. The multicultural competence problem concerning the subjects of education is extremely relevant especially in universities, which are part of a consortium uniting flagship educational expert organizations of the Russian education. In a student group, students are taught not only of different nationalities of our country, but also of near and far abroad. A teacher should help a person which grows up to find their own way of responding to various situations that arise in the process of communication; to teach to modify role-based behavior depending on the situation, to form a setting on tolerant attitude towards oneself and others, regardless of personal characteristics and ethnicity.

The entire world community celebrates November 16 as the Day of Tolerance. On the eve of this event, a bilingual meeting of students and graduate students from Russia, Iran, Egypt, Turkmenistan, Azerbaijan, Congo, and Colombia was held at the SSAU Interclub devoted to this date. The initiators of this meeting were the Institute of International Relations and the Department of Foreign Languages and Speech Culture of SSAU. The participants took an active part in the discussion in Russian and English discussing topics of national differences, stereotypes and culture of behavior in society; they shared their observations, their family traditions, talked about personal experiences of being in a foreign country and co-education with foreigners. "Let's learn to live together!" - such a motto was the result of this bilingual meeting. In modern society, there is practically no understanding that family, in particular, parents of students are active subjects of education. They play a decisive role in shaping the personality of a student, his character and life orientations. One cannot disagree with this. The proposal by President V. Putin to note the feat of workers on the home front during the Great Patriotic War by assigning to the cities that made the

greatest labor contribution to the Victory over Nazi Germany, and also by assigning them the status of "The City of Labour Valor", caused a wide response from the Saratovites. Teachers and students of the Saratov State Agrarian University joined this campaign in support of their city organizing work to collect the necessary materials (photographs, archival materials, awards) about the labor heroism of the Saratovites in the war years. This is a lot of information remains in families. So, a 2nd year student introduced his curator and academician group to his grandfather, a veteran of the Great Patriotic War, Honorary Citizen of Russia Vassily Ivanovich Trushin, who turned 96 that day.

Having been seriously wounded in a battle near Moscow, he returned to Saratov and was sent by the military registration and enlistment office to the aircraft factory which during the war years was known to all military aviation for its Yak-1 and Yak-3 fighter planes. The family value was 2 photographs: one of them shown young Trushin with the workers of his brigade when at the factory airfield he sent the Yak-1 to the front with the words "To Defenders of Stalingrad"; the other, which remained from his deceased friend, a photojournalist, shown the factory in ruins after the German bombing. The veteran spoke about his Stakhanov shift among the youth of the plant, when their universal slogan was "don't go home until you've completed your assignments". They helped each other to fulfill and over fulfill shift tasks, and lived with a common faith in victory. Not only students, but also representatives of the city administration and the Council of War and Labor Veterans congratulated the veteran on his birthday. It was very touching when at the end of the meeting, with the consent of Vassily Ivanovich, his family transferred one of their valuable family photos in support of the city being given the high status. This meeting has remained unforgettable for young people. Thus, the family as an important element of society is the basis of multicultural education. Provided with the consideration of parents as the subjects of education, the latter becomes a multidimensional cultural space which means fully multicultural one.

## CONCLUSIONS

The current stage of education development is filled with contradictions and problems. Creating a tolerant environment in a university involves the mutual responsibility of all subjects of the educational process, both the teacher and students. As subjects of multicultural education, parents should have the same competency components as teachers. Due to the highly developed multicultural competence of teachers and parents, it is possible to educate a conscious subject - a student. "Success doesn't come to you - you go to it," said American educator Marva Cullins. Thus, without consciousness, without training in conflict-free communication, with cooperation and adoption of alternative decisions in the process of emerging issues, it is impossible to implement the principles of multicultural education.

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