

Educating Young People in Multicultural Educational Environment of Higher Education Institution

Gulnaz F. Yusupova

Kazan (Volga region) Federal University, RUSSIA

Józef Podgorecki

University of Opole, POLAND

Nadezhda G. Markova

Kazan National Research Technical University named after A.N. Tupolev, RUSSIA

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The issue is relevant today because there is the formation of culture of international relations between students in a multicultural educational environment. The article is aimed at multicultural education, which can minimize culture shock, increase and diversify the experience of cross-cultural communication between countries and peoples who are actively cooperating in all spheres of life. A leading approach to the study of this problem is a systematic approach which allows you to identify, justify and group theoretical and practical prerequisites of the formation of cultural and interethnic relations between students in a multicultural educational environment of higher education institution. The research has shown that familiarizing with the cultural heritage, the student learns the experience of many generations, and perhaps, of the whole mankind. The article records may be useful for experts in improving the quality of intercultural communication.

Keywords: tolerance, readiness, ability, educational process, multicultural educational environment

INTRODUCTION

Relevance of the research

Problems of education of younger generation in the 21st century make us analyse and interpret all that has been developed in the past experience of educational activities of educational institutions and select everything which is significant and positive for the current generation, and for society in whole. Today, an integral feature of the modern world is a multicultural environment of human life and activities. Multicultural environment is considered in different ways: as a cultural phenomenon and mechanism of transfer of social experience, as the scope of pedagogical values, as a part of pedagogical culture of the lecturer and as a new

Correspondence: Gulnaz F. Yusupova,
Kazan (Volga region) Federal University, 420008, Kazan, Kremlyovskaya Street, 18,
RUSSIA
E-mail: gulnaz0905@mail.ru
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informational environment. According to D.I. Feldstein (2012), "It is extremely important to understand that now a person, humankind in general is in a more complex world, which changes differently, qualitatively, moreover, the world can be multi-polar and heterogeneous, where socio-cultural, informational and psychological environment of life has fundamentally changed and constantly tests people's patience".

Today the state of society is characterized by increasing social mobility and the development of cultural contacts at all levels. However there is increasing ethnic aggression, cultural intolerance, ethnic and religious extremism. Convergence and interaction of national cultures is a multidimensional and dialectical process that is not without its "problem spots". The challenges of globalization and informatization have led to significant transformations of modern society of the 21st century. Modern society offers young people many opportunities to develop their personalities. But, unfortunately, something new that young people aspire to today does not always have a positive and progressive qualities. The younger generation has not only positive features, but negative qualities too: alcoholism, drug abuse, juvenile crime, social and racial intolerance, immorality, selfishness, permissiveness, sanctimony, hypocrisy, etc. Problems that arise in inter-ethnic relations in our country, and in the whole world, put forward the need for the harmonious development of national cultures and languages based on their multicolored nature. It is impossible to move to world culture alone. It should be focused on the progressive total that has already been created by intercultural ties and what is the basis of trust between nations. Problems of multicultural education are extremely different and reflected in the works by E.V. Bondarevskaya (1999), V.P. Borisenkov (2004), O.V. Gukalenko (2004), A.N. Dzhurinskiy (2002) and others. In our work, the purpose of the organization of intercultural education was ethno-cultural sensitization, i.e. education to perceive proper cultural characteristics and peculiarities of foreign cultures.

The purpose is a backbone factor which defines the purpose of our system. This direction contributes to the formation of an ethnically oriented identity, tolerance, tolerance mentality, it involves work on the formation of significant personal qualities of the student, requires the involvement of all components of intercultural education (cognitive-intellectual, emotional, behavioral, motivational, ethnocommunicative, reflexive education) (Markov, 2010).

American, Canadian and Australian scientists initiated the development of problems of multicultural education abroad. Centre for Multicultural Studies coordinates the efforts of lecturers in Australia. In the USA, the relevant problems are solved by Centre for Multicultural Education at the University of Washington (Seattle), headed by James Banks, Centre for Multicultural Education (BUENO) at Colorado State University (headed by Leonard Baca), Stanford Center for Programs on International and Cross-Cultural Education, National Centre of Cultural Diversity in Santa Cree, Intercultural Development Research Association in Texas, National Association for Multicultural Education, headed by the presidents Charles Grant and Donna Goldnik. Multicultural issues are in the focus of the lecturers in the UK (J. Lynch) and Germany (O. Annweiler, R. Holtz, S. Lyuhtenberg et al.). Linguistic and cultural resources are used as much as possible in Canada, where are the courses which teach the ability to live and work in a multicultural team. Russian scientists (Bondyreva, 2007; Grushevitskaya, 2001; Krysko, 2002; Sadokhin, 2001; Ter-Minasova, 2000 et al.) express the idea of necessity of an intercultural training.

Multicultural educational environment of higher educational institution is designed to help people of any nationality enter their own culture and cultures of other peoples by means of familiarizing with cultural values, as well as the dialogue of cultures. The educational process is directed to the formation of ethnically oriented people and their ability to "revive" cultural meanings. Culture, as well as

education, should solve the problems of enrichment of individual and social mental qualities of future generations with human values. The main priority of education is the quality of intercultural education, its conformity with needs and demands of the society, the state, the individual and the relationships between them at all levels. Russian universities are different in multicultural educational environment: mixed national composition prevails there. Practice shows that such universities need not separate technologies, forms, methods for creating a culture of international relations, but the system that is adequate to the nature and content of the culture of international relations of students. The modern world in its development faces a number of complex social, economic, environmental and political problems which require the development and implementation of effective international means and forms of international cooperation. Today, an integral feature of the modern world is a multicultural environment of human life and activities. Higher education faces a complex of issues and tasks associated with the formation of the culture of international relations of young people in a multicultural educational environment.

MATERIALS AND METHODS

Universities in Tatarstan, Russia, and all over the world, are different in multicultural educational environment (mixed ethnic composition). Practice shows that such universities need not separate technologies, forms, methods for creating a culture of international relations, but a unified educational system of formation of these relations. In these universities the culture of international relations is of particular importance.

In the context of our study the special importance is given to the creation of a multicultural educational environment at the university, which gives rise to multicultural educational field, where its content is the integration of intercultural aspect containing studied disciplines based on human values. Multicultural educational environment of university is a part of a holistic multi-cultural environment, this is the environment where the professional growth of students, cultural maturation of personality can be realized. The personality develops their spiritual wealth and human culture, the individual is able to realize values and ethical standards in their life, to build a model of relations and behavior, have a constructive intercultural dialogue, which reduces the distance between the subjects of interaction. Today, there is a problem of interethnic tolerance. The analysis of interethnic relations allows us to conclude that the process of formation of a tolerant culture among the younger generation is not easy. Parents, society and all public organizations should be involved into the process. The practice shows that today it is necessary to develop a program for the development of the concept of tolerance, tolerant culture and the ability of young people to regulate interpersonal relationships tolerantly. In this paper, the (authorial) principle of ethno-succession of cultural values by generations is a systematically important, all the other principles correlate and coordinate with this one; they reveal and provide its implementation. The principle is connected with the necessity of preservation of the culture and the transmission of cultural information to each generation. In our study, for the first time the principle of ethno-succession is used as the principle of formation of the culture of international relations of students and education of the person in whole. The development of multinational culture should be continued on a new, creative basis due to progressive changes in social life, created conditions for solving qualitatively new challenges in international relations. This development is useful because the multinational culture of our peoples has a lot of achievements, but this requires a higher level of cultural interaction, since the moral character of the community is determined by the level of its attitude to the culture of any nation. Only respect for the "foreign" culture can create a civilized society and the

community of national cultures on the basis of freedom, openness, honesty, openness, publicity, mutual respect, which would give a moral level to the development and formation of similarities of civilized image in different peoples; the generation of a new ethical type of international relations. The source of solutions to these problems is in a high intellectual culture. Through the high intellectual culture, which is education and training, creation and development, understanding and cooperation of different cultures, there is the path to salvation of humankind, to the healing of the suffering world, to a better future for society and humankind.

We used a modeling method to make the study more profound and to penetrate into the essence of its object. The modeling method allowed us to make a meaningful and methodologically capacious presentation of the process of formation and education of ethnically oriented personality, which is capable of conflict-free international interaction in the form of an integrated dynamic system (Markova, 2010).

RESULTS

The research shows that 30% of students have a low level of development of the culture of international relations, but only 2.1% of students present willingness to engage in a constructive dialogue with the representatives of other cultures. Currently, the situation is aggravated by the fact, that the low culture of international relations of students hinders the constructiveness of an intercultural dialogue, it influences the manifestation of tolerance in international relations. The reasons for this situation are the presence of such destructive elements in interethnic interactions as intolerance to the opinions of others, selfishness, internal hostility, ambitiousness, judgmental thinking, inability to compromise, the lack of common sense, national prejudice, misunderstanding of the real processes taking place in society and in the world, the lack of culture of understanding and perception of differences, the loss of correct perception of themselves (self-conception) and the others ("They" concept), culture-centrism. These causes can be eliminated in the pedagogical process, where a backbone factor is the goal of creating a culture of international relations of students in a multicultural educational environment of the university and the promotion of cross-cultural understanding of students. The effectiveness of the educational process is caused by the willingness and the ability of lecturers to familiarize students with cultures and languages through the understanding of the values and features of national cultures, through the dialogical interaction, where the multicultural factor should be an educational priority. The observance of it is the key to overcoming the crisis of international relations, the basis of formation of abilities to live in peace with others. (Markova, 2010). According to the results of the study it was found that the respondents in the experimental group have the level of correlation of values and traditions of their own and other cultures, including the high, the sufficiently high and the average levels (at 34.16%, from 30.84 to 65%) significantly increased, while in the control group the changes are insignificant (at 2.51%, from 28.33 to 30.84%). We carried out a comparative analysis and it showed the increased number of students in the experimental group with a sufficient level of theoretical ethno-cultural knowledge.

The study results allow to broaden and concretize the current understanding of the didactic potential of ethno-vitagenic teaching experience and its interpretation as an important factor in the creation of the culture of interethnic relations, the intelligence of international relations and tolerant culture. It also helps to develop intercultural, conflictological, communicative and ideological competence of students and it makes a significant contribution to the whole concept of intercultural

perception and understanding of the values of other cultures within the context of the fundamental principles and the prospects of the development of pedagogics.

In a multicultural educational space, our educational system is penetrated with humanism, it provides the integration of ethnic and cultural knowledge, cultural reflection, self-regulation, self-development of students and provides them with the right choice in problem cross-cultural situations. Basing on the study of the problem we have theoretically proved the humane and student-centred approach, considered from the perspective of cultural integration in a paradigm of humanistic pedagogy and based on the recommendations of UNESCO, the requirements of the state educational standard and social requirements in the context of European cultures.

Humanism orients the transition to the diversity and pluralism of cultural and humanistic positions, which cause the development of cross-culturalism. Humanistic role of lecturers is that they should flexibly guide and stimulate the activity of students in intercultural interaction, and to encourage their efficient behaviour. Weaknesses of students' education include: insufficient reliance on value-based approach in teaching and non-disclosure of the ethical nature of this approach (Bezdukhov, 1997). In the multicultural environment of higher education institutions, ethnocultural profile requires not a mentor-lecturer, but a facilitator (Zeer, 2000), and others).

The research shows that multicultural language development of personality is a very complex process, it requires not only a variety of methods, means, focus, but also a lot of time. And, of course, only systematic, productive and purposeful work on familiarizing students with different nations, their languages, culture and traditions, will help young people form and understand the complete conception of the multinational Russia and other foreign countries (Yusupova, 2012).

The results of the study broaden the theory and practice of intercultural education of students and can be used to enrich the content of interdisciplinary integration, the development of courses on intercultural communication, the theory and methodology of education, pedagogy of interethnic communication, etc.; they may have cultural and informational support to the implementation of the Bologna recommendations in the sphere of intercultural education.

DISCUSSIONS

The whole history of international relations is a constructive dialogue that permeates the entire structure of international interactions, the tool for the implementation of communication relations and the condition of mutual understanding and interaction between the peoples.

Modern higher education is intended to open up unlimited possibilities as for professional training of future competitive experts, as for their personal development, "self-development of the individual in the horizon of personality" (Bibler, 1990). The role of education at the present stage of Russia's development depends on the purpose of a democratic and legal state. Educational policy should reflect national interests and take into account general trends of world development. Since Russia is a multi-ethnic, multi-religious and multi-cultural country, the problem of education of the younger generation in the spirit of tolerance is important. The content of education should promote understanding and cooperation between peoples and nations, regardless of racial, national, ethnic, religious or social affiliation. Education should also take into account the variety of philosophical approaches. Particular attention in the multicultural education program is paid to the teaching of the culture of peace and human rights to the younger generation. Human rights education, according to T.V. Bolotina, should be continuous, starting from pre-school education. Human rights education presupposes the training of human dignity; the formation of interpersonal relations

in a spirit of tolerance, non-violence, respect and solidarity. It also helps to make students understand inextricable connection between human rights and the maintenance of peace in the world (Bezyuleva, Bondyreva, Shelamova, 2005).

The problems of multicultural education is considered in the research works by V.P. Borisenkov(2004), O.V Gukalenko (2004), G.D. Dmitriev (1999), A.N. Dzhurinskiy (2002), N.D. Nikandrov (2000), and others.

In modern pedagogics a special place is given to fundamental researches on humanization of educational process and the disclosure of the aggregate of national values of education (E.V. Bondarevskaya (1999), B.S. Gershunsky (2002), V.I. Zagvyazinsky (2008), Z.G. Nigmatov (2002), A.V. Slastenin (2002), E.N. Shiyanov (2002), V.K. Shapovalov (1997) et al.).

Such scientists as G.N. Volkov (1999), V.G. Krysko (2002), M.G. Taychinov (1999) et al. consider the problem of culture of interethnic communication in the context of ethnocultural education, ethnopedagogics, ethnic psychology, international and civil-patriotic education of young people.

Modern Russian society is facing quite acute socio-political, ethnic and cultural issues. The source of solutions to these problems is in a high intellectual culture. High intellectual culture, such as education and training, creation and development, understanding and cooperation of different cultures, is the path to salvation of humankind, to the healing of the suffering world, to a better future for society and humankind. Today the problem of educating of the younger generation in the spirit of tolerance is urgent. The content of education should promote understanding and cooperation between peoples, nations, regardless of racial, national, ethnic, religious or social affiliation and take into account a variety of philosophical approaches. Particular attention in multicultural education program is paid to teaching of the culture of peace and human rights to the younger generation. There is a need in the organization of purposeful work on formation of a multicultural identity, which should combine systematic knowledge in the sphere of national culture, focus on ethno-cultural, spiritual values, tolerance and the ability to hold an interethnic and intercultural dialogue. Experts with higher education is the foundation of society progress. According to V.I. Zagvyazinsky (2008), the mission of education is to contribute to social stability and progress, the restoration of culture and human resources of the country by means of harmonization of relations in the macro-, meso-, and micro-social medium.

In a multicultural educational environment of universities education is implemented in the conjunction of cultural values of interethnic dialogue participants, and in the creation of joint social, intellectual, multicultural environment in which students acquires social and ethnic status, determines belonging to languages and cultures. Multicultural education which is based on the dialogue of cultures familiarizes students with national cultural values. These values represent the unique qualities of macro- and subcultures. Multicultural education is the need not only of multinational Russia and other countries. Multiculturalism of people does not have a genetic origin, it is socially determined and should be taught. Constructing a renewed state, Russia is focused on the creation of a multiethnic civil society. The problem of inter-religious relations has become urgent. To accomplish these goals it requires skillful use of the basics of traditional pedagogy and the principles of multicultural education in the educational process, it is necessary to implement training programs for the formation process of the students' tolerance, which is a powerful tool to solve complex pedagogical tasks efficiently, to lay the foundation for the development of tolerance, sensibility, transparency and security of the democratic state in the new millennium. Their semantic potential will act as a factor of civic education and upbringing of the new generation, which implicitly includes the principle of tolerance and cosmopolitanism that will surely allow the formation of tolerance among the younger generation.

Multicultural education environment in higher education institutions integrates universal, international, ethno-national aspects, creates the conditions for a flexible adaptation of students, for the formation of interethnic tolerance, significant personal qualities, willingness and ability to live in a multicultural society. "Tolerance is a fragile, unreliable, but absolutely necessary construction of human, confessional, social, public relations" (Bibler, 1990). Tolerance is not inherited, it is formed in the course of human life, in the process of continuous self-education, and it is filled with positive content, the ability to tolerate social injustice, an understanding of others' opinions, beliefs and behavior. Tolerance is the leading characteristic of the level of cultural development of the individual and society as a whole. The tolerance is identified with the human ability to live in harmony, both with oneself and with other of people. Tolerant relations between people must become a social norm of modern society, adopted and institutionalized both at national and international levels. Tolerance is what makes it possible to achieve the security of international relations. Therefore, the reproduction of tolerance in human relations, the formation of mentality and tolerance is the most important strategic task of education in the 21st century. But the fulfillment of this requirement is impossible without radical changes in education. "Tolerance allows to confront disunity of people and the manifestation of mutual aggression. Tolerance empowers people to achieve harmony in society and in the world "(Bezyuleva, Bondyreva & Shelamova, 2005). In our research, the formation of tolerance includes the principle of assertiveness, which is implemented and disclosed as a principle for the first time. This principle contributes to the formation of significant personal qualities. Assertive behavior is the ability to stand up for oneself effectively in interpersonal relations. We make an emphasis on the importance and manifestation of this skill in international relations. Psychological and pedagogical meaning of assertiveness in our study is in the ability of people of any nationality to defend and protect their interests and to achieve their goals without harming the other side. Moreover, the individual assertiveness suggests that the implementation of the interests of any person will be a condition for the implementation of the interests of other people, as it happens in the strategy of tolerant cooperation and compromise.

The theoretical analysis of the cultural problem of international relations of young people has shown that it is necessary to systematically improve and update the educational process by creating necessary conditions for a constructive international dialogue. Mastering the culture of relations begins with understanding of the values, norms, and their manifestation in cross-cultural situations.

Cultural experience of people always becomes apparent. "Educated person is a person who largely mastered the intellectual wealth of the world culture and who implements in life the values, norms, ideals, attitudes and forms of behaviour that are characteristic of a given culture. This person is ready to respect the values of other cultures and is aware of sign systems of expression of intellectual meanings, this person is able to be creative in the cultural sphere"(Ikonnikova & Bolshakova, 2008). It is known that the culture of personality is manifested in the behaviour, actions, judgments, reactions and speech.

Intercultural education of students can not only minimize the "culture shock" and increase cross-cultural experience, but also promote constructive interethnic relations and the optimal dialogue in different spheres of life. It teaches to be more tolerant in human relations.

CONCLUSION

In the course of research, we were studying and analyzing the opinions, theories, experiences of multicultural education in Russia and abroad. The analysis of scientific, psychological, educational, and other literature led to the conclusion that

the problem of international relations requires a deeper study, a more thorough analysis and integrated consideration.

The practice of intercultural learning confirms that the use of interactive methods, techniques, oriented on reflexive, cognitive, emotional development, provides a high level of efficiency of learning of ethnic and cultural knowledge by students.

Summarizing the basic actions of optimization of intercultural education of students, we get the following complex: aggregation, generalization (selection of intercultural aspect), the coordination of meaningful integration of ethnic and cultural knowledge, the choice of options for obtaining knowledge on the basis of their evaluating and comparative characterization, differentiation and individualization of intercultural education, its humanization, the creation of optimal teaching conditions, the active involvement of students into cross-cultural situations, rapid systemic regulation of a cross-cultural process, an indicative assessment of the quality according to the selected criteria. The conducted theoretical and experimental research allows to make conclusions that reflect the trends in the development of intercultural education, the system of creation of the culture of international relations of students. Students acquire a complex of ethnosocial skills and abilities, by means of which an ethnically oriented person can communicate effectively with partners from other cultures both at professional and intercultural levels.

Modernization of the Russian education involves the maintaining of a single multicultural environment, the overcoming of ethnic tension, social and cultural conflicts, equality of national cultures. The main goal of multicultural educational process is to prepare a competitive expert, who is competent, responsible, ethnically oriented, mobile, who is able to conduct an effective international interaction at different levels.

In today's world, education is carried out at intercultural interaction of large and small cultures. This process, along with the development of the national culture, enriches both dominant and small cultures. A similar trend suggests connection through the teaching cultural values to all the participants of intercultural dialogue, the creation of a common cultural and national environment within which each finds a social and ethnic status and determines membership to a particular language, sub- and macro-cultures. Under these conditions, the expansion of international cooperation requires a modern specialist to respect the rights of all people living in the world; it requires the culture of understanding and perception of culture differences. For a modern society with its characteristic coexistence of many cultures the problem of creation of a unified multicultural education environment is very important. Moreover, many of the leading scientists and educators (Bespalko, 1989; Dmitriev, 1999 et al.) raise the question of giving the status of one of the didactic principles to multicultural education.

We consider the culture of international relations of students as necessary personal quality, which allows people to interact with representatives of other nationalities on the basis of accounting of their values, to tolerate the cultural differences and to build a constructive intercultural dialogue.

The study confirms the effectiveness, integrity, optimality, efficiency, applicability of the educational technology in the higher education, because it develops self-awareness of young people, forms the worldview, need, willingness and ability to conflict-free international interaction, self-reflexivity, self-confidence, flexibility of thinking, ethnosocial aims of ethnically oriented personality, and it also promotes positive socialization.

RECOMMENDATIONS

In modern Russian education multicultural education developing environment should prepare young people for life in a multicultural society, to build the culture of interethnic relations. People of any nationality cannot exist without communication. Communication allows a person of any culture to reveal their feelings, experiences, to collaborate, to plan, to discuss plans and to implement them. Communication in a multicultural educational environment enables students to form their worldview and the culture of international communication; an ethnically oriented personality is formed in this environment, and their culture of tolerance and intelligence develops there. Obtained ethnocultural and theoretical knowledge enables students to analyze any intercultural situation, to find a source of problems and cultural-specific information which is essential to solve them, and, what is the most important, to modify their behaviour in order to achieve optimal results in international interaction.

Today, there is a need for training and education of an ethnically oriented, multicultural personality. The appeal to the problem of teaching lost features to the younger generation, which are inherent in well-brought-up, educated, intelligent person, is becoming necessary. Solving the problem is becoming a global challenge for all education institutions. Today, the situation as in the sphere of education as in society in whole suggests that there is the decrease of the level of responsibility, integrity and literacy among young people. These features are not inherited, they must be generated, developed, improved and implemented in human relations. Without these personal characteristics a person cannot be brought up as intelligent. Today's young people need to be toughed how to live in harmony in human society and how to be a human.

It is necessary to systematically educate young people on how to emotionally react to different situations; how to experience and to show different feelings; how to know the surrounding natural and social world; how to organize your life; what moral and ethical guidelines to adhere to; how to effectively participate in common activities and in interpersonal, interethnic communication.

Higher education institutions must prepare as well-qualified experts as cultural and intellectual developed, intellectually rich people, who work competently with problems and abilities to search and find ways to solve them; people who are emotionally stable, independent, responsible, self-confident, and who have flexibility and critical thinking.

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