Personification of Multicultural Education in the Universities of Russia (Analysis of Training Specialists for Kindergartens)

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Abstract

The efficacy of polycultural linguistic education at university increases, if on the base of this education, lays a personification, including such components as polyparadigmatic, noxologic, reflexive, strategic, spiritual-moral, personality-oriented, subjective, anticipative, competentive. All this allows to consider personification as a trend of education to development and realization of potential of each student in solving living and professional problems; as organization of pedagogical interrelation, taking into account individual students’ peculiarities, teachers and tutors; as usage pedagogical support technology, activation of students’ professional activity in the process of solving educative-professional tasks.

Keywords: Polycultural linguistic education, personification, components: polyparadigmatic, noxologic, reflexive, strategic, spiritual-moral, personality-oriented, subjective, anticipative, competentive.

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1. Introduction

Linguistic environment in Russian modern universities becomes more and more polycultural. E.g. in Tatarstan (subject of Russian Federation) with each year the number of students from CIS, neighboring and foreign countries is increasing. Polycultural linguistic environment becomes an indispensable sign of modern university. The problem of polycultural language quality increase and on its base professional education disturbs many people, including students.

2. Method

According to the data of our survey (2012-2013, 342 respondents) 59.5% foreign students experience nationalism and racism, 36.5% don’t experience, 4% no answers (look at diagram1). To the question whether nationalism influences education quality, 87.3% answered, that it influences negatively also on language quality and professional education (experienced – 87.3%, not tested – 7.3%, no answer – 5.4%) (diagram 1, 2).

3. Results and discussion

Approximately the same data you can find in other higher educational establishments of Russia. Christine E. Sleeter, in this connection writes about the USA: “Multicultural education is a relatively new field that has faced a constant struggle for legitimacy, even though the issues it addresses regarding human difference, social justice, and the form education should take in a pluralistic society, are as old as the United States. Conservative educators criticize or dismiss multicultural education as radical and misdirected. Twenty years ago, Harry Broudy (1975) argued that the stress on cultural diversity is divisive and will lock out minority groups from the system by failing to teach them “to participate not only in the culture of this country but also in the intellectual and artistic achievements of the human race” (p. 175). Recently conservative critics such as E. D. Hirsch (1990) have put forth the same objections, claiming that in their attempts to teach children about diverse groups, schools have produced culturally illiterate Americans who have little sense of a shared culture. Such criticisms are hardly surprising: since multicultural education challenges conservative beliefs, one would not expect it to garner much conservative support” [1, p. 1-12]. “Culturally illiterate Americans” about whom the author of the book tells are similar to culturally illiterate Russians, generation of which were grown up under reforms of schools. Similarities of situations in various countries actualize problems, tackled in personology. Personology as a science, researches not only a pupil but a teacher and also an environment where they interconnect. Personification on its own is perceived as a technology that can increase the quality both linguistic and professional education.

What components can be included into technology of education personification?

The term “personology” is firstly appeared in the works by Henry Murray, doctor, DPhil in the field of biochemistry, psychoanalyst, researcher of Mellvilles’ works, the head of Psychological clinic at Harvard University [2, p. 23-29].

The appearance of the term was caused by author’s aspiration to underline the necessity of goal-oriented complete study of an individuality, which firstly has not only social but also biologic nature and secondly, lives and develops in a definite environment and definite sociocultural context. Alongside with this, personology by G. Murray, in a larger degree, presents the theory of motivation than the theory of individuality. In pathopsychology he is a creator of thematic apperception test (TAT), which was widely used in clinic and afterwards, was adapted by American psychologist D. Mackleland and J. Atkinson to study main motives of a man on the largest degree (content analysis). Murray was the first who began considering motives as a stable individual disposition. But, together with this, in the article (“Toward a classification of interaction”, in: “Toward a general theory of action”),
Cambridge, Mass., 1951), he made a conclusion that a goal-oriented behavior can be explained as a result of individual (demanding condition) and situational (“pressure”).

During analysis of educational practices at 3 universities we can point out personification detectors of educational intercourse in higher educational establishment, among which: personification detector (the degree of self-realization of students’ personality); empatic detector (teacher’s ability to put a student on your own place) and look at the world with his eyes); reflexive detector (emotional field of study); field of joy, surprise, astonishment and happiness; cognitive detector (calculation of valuable installation of students and teachers personalities); interactive indicator (a unity of conscious, unconscious perception); nuclear indicator (realization of communicative core in intercourse and educational-cognitive activity; integrative indicator (integration of educative maintenance); nature indicator (calculation of individual rate in personality’s development); attractive indicator (attractiveness of lesson’s maintenance and form); effective indicator (practical direction of lesson’s maintenance). These indicators appeared on the basis of correlative analysis by Spirman, determines dependence of creative (personified) self-realization mechanism in students from creativeness (pedagogic skills of a teacher) [3, p. 45-56], [4, p. 23-27], [5, p. 12-19], [6, p. 298-300].
Identified indicators allow to prove that effectiveness and availability of personified education in Russia are determined by following components [7, p. 185-186], [8, s. 23-29], [9, p. 85-87]:

- **polyparadigmatic** if consider it as a research methodology, suggesting openness to different sights, prediction problem and design of a future higher school; argumentation of innovative strategy in higher educational development in a conceptual synthesis from a majority of existing educational paradigms; directions to a practical application result of creating strategies and innovative technologies to different kinds of pedagogical practices and various models of higher education; exposure of priorities in innovative strategies in formation a unique educational space in a global world.

- **noxologic**, which must be taken into consideration in building of personified education: this education must be not only safe but aimed at skills to take care of health, to the formation of health culture.

- **reflexive**: reflexive technology of organization in professional-personality self-development of a future teacher represents a special organization – pedagogical processing mechanism of realization of interrelated reflexive stages between each other in perfection of professional activity of a teacher: 1) reflexive-analytical (diagnostic stage); 2) constructive-structural (educative stage); 3) stabilization (criteria- evaluative stage); 4) system-defined reflexion (perspective-projecting stage);

- **strategic**: in living strategies of future teachers inner contradictions are revealed; between terminal and instrumental, between traditional and modern evaluate installations are appeared under influence of objective and subjective risk factors in combination with material conditions of vitality at different youth groups;

- **spiritual-moral**: support on culture demands a pedagogically-organized process: only here purport of personified ideals of culture occurs, conditions for spiritual-moral development and education of students are created;

- **personalised** this component allows to consider a training for a future teacher as a personality development, performing in a role of active subject of educational activity, aimed at education, self-development during all life.;

- **personality-oriented**: a subjective position of a future teacher includes motivated-valuable, cognitive and regulative aspects, which determine its levels and characteristics.

- **subjectival**: criteria of effectiveness in personality-oriented approach in development of student’s education, including into the structure of personalized education can be: consciousness of life, acknowledgement evaluations of growth and development; positive perception of yourself, others, chosen profession, consideration of possibility to realize own interests, inclinations and values; internus; creativeness; openness to life and able to constant study.

- **anticipatory**: anticipation strengthens personification of education, if to create conditions for realization first of all regulative components in anticipation, i.e. due to special organization of joint educational activity giving students a possibility to take part in targeting, planning of educational activity and its control; provide prediction to students about content, kinds, results of educational activity at all stages of lesson, taking into consideration interrelation of regulative, cognitive and communicative components of anticipation.

- **competentive**: this component suggests inclusion of professional-oriented educational tasks complex, providing realization of integrative links to disciplines; realization of contextual technology, detecting choice of forms, methods, training aids, aimed at formation motivation- evaluative orientations, subject knowledge, abilities, skills, students’ personality; containing the base of cultural and professional competences of graduates; computer technology introduction into professional-oriented educative process, considering content and processing components; organizations of systematic monitoring of subjective educative results, meeting demands of the new Russian standards.

As a result we received: 9,5% foreign students experience nationalism and racism, 86,5% don’t experience, 5% no answers (look at diagram1). To the question whether nationalism influences education quality, 17,3% answered, that it influences negatively also on language quality and professional education (experienced – 17,3%, not tested – 77,3%, no answer – 5,4%).
4. Conclusion

All this allows to consider personification as a trend of education to development and realization of potential of each student in solving living and professional problems; as organization of pedagogical interrelation, taking into account individual students’ peculiarities, teachers and tutors; as usage pedagogical support technology, activation of students’ professional activity in the process of solving educative-professional tasks. Under the same conditions in realization of personified system, most likely, a special personification principal connected with realization not only personality-oriented approaches, but also individualizing, reflexive and other, but also approaches, oriented on self-creation of a student’s personality, on linguistic personality formation and development (a personality with individual way speech conduct) in a mixed linguistic environment.

References