

The results of the experimental research of ethno-cultural competence of the students of pedagogical higher education institution

Svetlana Nikolaevna Gorshenina, Mikhail Alexandrovich Yakunchev

FSBEI HPE “Mordovian State Pedagogical Institute named after M. E. Evseviev”, Studencheskaya Street, 11 A, Saransk, 430007, Republic of Mordovia, Russian Federation

Abstract. In a modern sociocultural situation a man is situated in the field of cultures interaction with which demands from him dialogueness and tolerance. Ethnoses function due to the fact that they “produce” a certain system of preservation and transmission of ethno-cultural experience to the new generations. The problem of a gap and succession of generations is one of the most important for society, and the problem of formation of cultural generation on the basis of multicultural education and access to the wealth of ethnoculture appears today as a key one. The revival and preservation of ethnoculture become possible only in the case of identification, preservation and development of cultural dominants of ethnoses, through its use in teaching practice. The education becomes adequate to the constantly changing demands of life of ethno- and multicultural Russian community. For organization of general education in a culturological key the high-quality ethno-cultural training of teachers is of importance. The results of an experimental research, concerning the approbation of a model of ethno-cultural training of students in the conditions of pedagogical higher education institution, are presented in the article.

[Gorshenina S.N., Yakunchev M.A. **The results of the experimental research of ethno-cultural competence of the students of pedagogical higher education institution.** *Life Sci J* 2014;11(12):439-443 (ISSN:1097-8135). <http://www.lifesciencesite.com>. 86

Keywords: Ethno-cultural training, ethno-cultural competence, diagnostics of ethno-cultural competence, model of ethno-cultural training of students

Introduction

The experience of social experiments of the XX century led the society to affirmation of an ideal of the cultural diversity of mankind on the basis of idea acceptance about the ethno-cultural peculiarities of each of the peoples. For successful socialization of schoolchildren in the contemporary socio-cultural situation there is an urgent need for the purposeful ethno-cultural training of future teachers in order to transmit the spiritual heritage of ethnoses to the younger generation through them, to receive a system and holistic idea of culture of their own and other peoples without which it is not possible comprehending the universal human values.

This problem is reflected in modern foreign and Russian studies. The scientists study various aspects of multicultural (polycultural) education of learners (J.A. Banks [1], K. Nirmala [2], H.S. Phoon [3], A. Portera [4]). The theoretical-methodological bases of training teachers for their activities in multicultural society (J. Eisenberg [5], J. Castellanos [6], S.St. Clair [7], R.L. Pope [8], O.P. Nesterenko [9], S.N. Fedorova [10]) are considered. The optimal pedagogical means and technologies of formation of cross-cultural/ethno-cultural competence of students are described (I.B. Buyanova [11], N. Nistor [12], V. Fischer [13], W.V. Wu [14]).

Estimating the results of the research, reflecting the problem of training teachers for the activities in the conditions of multicultural society,

we have come to a conclusion that in contemporary conditions they do not solve it fully in connection with the adoption of new international and Russian documents [15-18] and also the transition of Russian higher education institutions to a two-level education system.

To solve the identified problem a scientific research laboratory “Ethno-cultural Training of Students of Pedagogical Institution of Higher Education”, operating within the Centre of collective use “Mordovian Base Teachers’ Training Centre”, was founded in the Federal State Budgetary Educational Institution of Higher Professional Education “Mordovian State Pedagogical Institute named after M. E. Evseviev” [19].

In the result of operating of the laboratory the methodological bases of pedagogical system of ethno-cultural training of students of higher educational institutions have been identified. As such a basis an idea of interaction of a man with various objects of the natural, socio-natural and social world appears. In this interaction the culture enrichment as a phenomenal social phenomenon appears extremely significant. The ideas of cognoscibility of the world of culture, full existence of development of ethnoses, formation of a personality of post-industrial society also appear as methodology. The ethno-cultural approach is used as special methodology [20: 214].

As theoretical bases of purposeful training of future teachers for the activities in the multicultural

educational environment the theories of the activity, personally-oriented education, subject-subject relations, professional and personal development of a teacher in the conditions of institutional training have been identified. On their basis an original structurally-functional model of ethno-cultural training of future teachers has been developed. The originality of the model is that it has been developed on the basis of one of methodological approaches recognized in the international educational practice – a competence-based one. It is fully specified in the structural components of the model – target, content, organizational-procedural, estimated-effective.

The purpose of realization of the model consists in the formation of ethno-cultural competence of a future teacher. We consider such a competence as an integrative property of a personality which is characterized by a teacher's readiness and ability to realize the common cultural (world outlook, communicative, information, research, self-education), professional (psychological and pedagogical, reflexive, statutory and regulatory) and special (subject and technological) ethno-cultural competences.

The content component of the model includes two blocks – theoretical and practical. Identifying of content blocks of training has been carried out on the basis of the culturological concept of the content of education [21] according to which a source of the content of education is the socio-cultural experience consisting of knowledge of the world and ways of activity, experience of implementation of ways of activity (skills), experience of creative activity and experience of emotional and valuable attitude to the world, taking into account the possibilities of its transformation in the course of formation of ethno-cultural competence of future teachers. The theoretical block of the content component of the model is focused on the formation of common cultural, psychological and pedagogical and special knowledge of future teachers. The practical block is focused on mastering skills and ways of activity necessary for the organization, implementation and analysis of professional activity by the future teachers in the conditions of multicultural educational environment.

The organizational-procedural component of the model includes four stages of realization of the process of ethno-cultural training of future teachers (motivational-orientational, theoretical-training, practical-training, control-estimated) and also a system of forms, methods, technologies of professional training in their dialectic unity.

Within the development of the estimated-effective component of the model the selection of the criteria-diagnostic materials necessary for monitoring

of dynamics of the process of formation of students' ethno-cultural competence of pedagogical higher education institution has been made. Proceeding from the set tasks, the allocated components and training modules, the main criteria (cognitive, motivational, affective, behavioural), their indicators and formation levels (high, average, low) of ethno-cultural competence of future teachers have been revealed.

Main part

Based on the theorizes designated above, we have conducted the experimental research the purpose of which was the approbation of the developed model of ethno-cultural training of the students of pedagogical higher education institution. The basis of the experimental research was the faculty of pedagogical and art education FSBEI HPE "Mordovian State Pedagogical Institute named after M. E. Evseviev". The pedagogical experiment consisted of three stages: stating, forming and control-estimated.

The object of the stating stage of the pedagogical experiment was studying the initial formation level of ethno-cultural competence of the students. This stage of the experiment was set up according to the criteria-diagnostic device presented in the model of ethno-cultural training of a future teacher. The research has allowed identifying the general dynamics of the level movements characterizing the process of formation of ethno-cultural competence of the future teachers in the experimental (EG) and control (CG) groups (see figure 1).

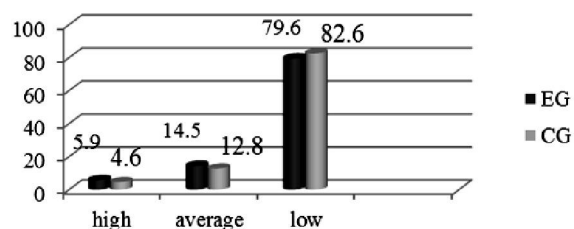


Figure 1. Averaged-level indicators of formation of ethno-cultural competence of the students of pedagogical higher education institution, %.

On the whole, the analysis of the research results has shown that the dominating formation level of ethno-cultural competence of future teachers is low (79.6% of EG and 82.6% of CG), the insignificant group consisted of the respondents with the average level (14.5% of EG and 12.8% of CG) and the smallest – the students having the high level (5.9% of EG and 4.6% of CG). The students have shown poor knowledge of the main notions of ethno-

cultural row – “ethnos”, “ethnoculture”, “culture”, “the main signs of ethnoculture”, could not express the interrelation among ethnoculture, Russian and world culture correctly. The students have shown poor mastering of methods of cognition of ethno-cultural phenomena and their expression as the holistic formations. Unfortunately, the future teachers are poorly trained for realization of ethno-cultural activity in the general education organizations [22]. The quantitative and qualitative analysis of the results has not shown the considerable divergences between the control and experimental groups what testifies about relatively equal initial positions.

On the basis of the received data at the stating stage of the experiment, the forming stage of the experiment has been carried out. Its purpose was the approbation of the model of ethno-cultural training of the students of pedagogical higher education institution. Proceeding from the functional components designated in the model, we will present the peculiarities of the content, logic and organization of the educational process aimed at the formation of ethno-cultural competence of the future teachers.

The process of ethno-cultural training of a future teacher was divided into the stages: motivational-orientational, theoretical-training, practical-training, control-orientational. At each stage the allocated competences, making a teacher’s ethno-cultural competence, were formed.

The purpose of the motivational-orientational stage was the creation of the motivational base for the further work. The content of activity at this stage provided the creation of a situation of discrepancy between the real level of knowledge and skills of the students in the field of ethnoculture, multicultural education of schoolchildren and necessary level of a teacher’s ethno-cultural training, ready to carry out his professional activity in the conditions of multicultural educational environment. At this stage the way of elimination of this discrepancy – purposeful ethno-cultural training of the students was specified.

The second stage is theoretical-training. The content of activity at this stage assumed the formation of common cultural, psychological-pedagogical and special knowledge of the future teachers. The students of the experimental and control groups according to the State educational standards of the higher pedagogical education in Russia studied the disciplines of a humanitarian, social and economic cycle “Culturology”, “Native language”, “Formation of ethno-cultural and ethno-confessional tolerance of students of pedagogical higher education institution” allowing to form common cultural and ethno-cultural knowledge, a scientific view on the world as a multiethnic

community of the people, being a basis for formation of beliefs of preservation and development of ethnic cultures.

Studying of disciplines “Psychology” and “Pedagogics” favoured the formation of psychological-pedagogical knowledge necessary for the organization of educational process as a whole and multicultural education particularly. The psychological-pedagogical component of ethno-cultural training of the future teachers allowed forming knowledge: the valuable bases of professional activity in education; essence and structure of educational process; peculiarities of realization of educational process in the conditions of multicultural society; regularities of mental development and peculiarities of their revealing at various age stages; ethno-psychological phenomena (ethnic consciousness, ethnic mentality, ethnic identity, national character, ethnic values, ethnic stereotypes); psychological bases of consideration of ethno-psychological phenomena in the pedagogical activity; theoretical-methodological bases of Ethnopedagogics; ethno-pedagogical traditions of children upbringing.

The students of the experimental group were forming the special competences in studying the disciplines “Multicultural education of schoolchildren”, “Pedagogics of international communication” and also of the modular programmes aimed at the cognition of ethno- and multicultural world. The special component of ethno-cultural training allowed forming knowledge of the future teachers in the field of methodology, theory and technologies of multicultural education of schoolchildren; statutory and regulatory documents regulating the process of multicultural education. Besides, the future teachers were mastering the skills and ways of activity necessary for designing, correcting, forecasting, estimating the efficiency of multicultural education of schoolchildren.

The purpose of the practical-training stage was the formation of necessary skills required for the professional activity in the conditions of multicultural educational environment. The practical-training stage was implemented in the course of quasi-professional activity allowing to model the conditions, content, forms, methods and technologies of work with the multinational pupil collective and also the educational professional activity aimed at future teacher’s solving of research and practical tasks. At this stage the imitating, practice-oriented methods allowing to immerse a student in the pedagogical space (imitating modeling, analysis and solution of professional tasks, case-study, cultural assimilator, etc.) were applied. The educational professional activity was carried out during student teaching.

Being the active participants of the pedagogical reality, the students transformed theoretical knowledge to the practical pedagogical activity.

The fourth stage – control-estimated, was directed on systematization, control and estimation of the received knowledge, skills. The content of activity at this stage included the complex check of ways of students' actions within carrying out the total control (testing, presenting the results of the research project, reporting documentation on student teaching). This stage also assumed orientating the future teachers to the further formation of ethno-cultural competence in the course of educational and professional and scientific research activities.

At the end of the control-estimated experiment stage the comparative analysis of the research results, which had been received before the stage forming it and the results of its carrying out, was conducted. The positive dynamics may be stated in all the selections but the observed qualitative and quantitative increase in the experimental group is higher than in the control one. The research allowed specifying the general dynamics of averaged indicators of formation levels of future teachers' ethno-cultural competence (see table 1).

Table 1. Averaged indicators of formation levels of ethno-cultural competence of the students of pedagogical higher education institution (%)

Levels	Experimental group		Control group	
	the beginning of the experiment	the end of the experiment	the beginning of the experiment	the end of the experiment
high	5.9	21.8	4.6	7.6
average	14.5	57.7	12.8	37.3
low	79.6	20.5	82.6	55.1

These tables indicate the prevalence of the average formation level of ethno-cultural competence (57.7 %), then the high level (21.8 %) follows, the smaller group is specified by the low level (20.5%) in the experimental group.

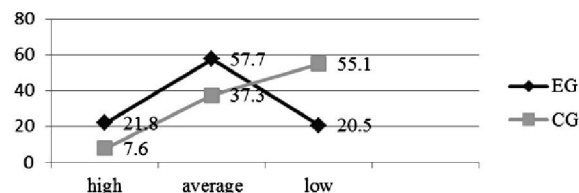


Figure 2. Formation level of ethno-cultural competence of the students of pedagogical higher education institution, %.

In the control group the low formation level of ethno-cultural competence prevails (55.1 %) which is followed by the average level (37.3 %), the high

level (7.6 %) is slightly expressed (see figure 2).

Summary

The analysis of the research data has shown the increase of formation level of ethno-cultural competence of the future teachers. To verify the validity of the received results we have used the Pearson criterion (chi-square). As $\chi^2_{emp} = 7.85 > \chi^2_{0.05} = 6.97$, the validity of differences of the experimental and control groups makes 95%. Therefore, the revealed regularity allowed establishing at the control stage that the formation level of ethno-cultural competence of the students is higher in the experimental group of the examinees in comparison with the control group what testifies to the efficiency of the developed model of ethno-cultural training of the students of pedagogical higher education institution.

Conclusions

The positive dynamics of the formation level of ethno-cultural competence of students has been received owing to a number of pedagogical circumstances: the scientific idea of the essence of ethno-cultural competence is based on goal-setting when designing the training process; this process was provided with the reasonable content of ethno-cultural training of the students which included the common cultural, psychological-pedagogical, special components and also the implementation of stage-by-stage formation of ethno-cultural competence from the initial orientation in the field of ethnoculture and ways of professional activity in the conditions of multicultural educational environment to the holistic organization of achieving the purpose. The realization of the developed model of ethno-cultural training of students allows carrying out the successful work of the pedagogical higher education institution on the formation of ethno-cultural competence of the future teachers.

Thanks

The article has been prepared with the financial support of the Ministry of Education and Science of the Russian Federation within the Programme of strategic development "Pedagogical cadres for innovative Russia" for 2012-2016.

Corresponding Author:

Dr. Gorshenina Svetlana Nikolaevna
FSBEI HPE "Mordovian State Pedagogical Institute named after M. E. Evseviev"
Studencheskaya Street, 11 A, Saransk, 430007, Republic of Mordovia, Russian Federation

References

1. Banks, J.A., 2013. The Construction and Historical Development of Multicultural Education, 1962-2012. *Theory into practice*, 52(1): 73-82.
2. Nirmala, K., 2010. Multicultural Education. Identifying training needs of Preschool Teachers. LAP Lambert Academic Publishing, pp: 240.
3. Phoon, H.S., M. Abdullah and A.C. Abdullah, 2013. Multicultural early childhood education: practices and challenges in Malaysia. *Australian educational researcher*, 40(5): 615-632.
4. Portera, A., 2008. Intercultural education in Europe: epistemological and semantic aspects. *Intercultural Education*, 6(19): 481-491.
5. Eisenberg, J., H. Lee and F. Brueck, 2013. Can Business Schools Make Students Culturally Competent? Effects of Cross-Cultural Management Courses on Cultural Intelligence. *Academy of management learning & education*, 12(4): 603-621.
6. Castellanos, J., A. Gloria, M. Mayorga and C. Salas, 2007. Student affairs professionals' self-report of multicultural competence: Understanding Awareness, knowledge and skills. *Naspa Journal*, 44(4): 643-663.
7. Clair, S.St., 2011. Journey of Developing Multicultural Competence. Retrospective stories from the field. LAP Lambert Academic Publishing, pp: 152.
8. Pope, R.L. and J.A. Mueller, 2011. Multicultural competence. In J.H. Schuh, S.R. Jones and S. R. Harper (Eds), *Student services: A Handbook for the profession*. 5th Ed., pp: 337-352.
9. Nesterenko, O.P., 2010. Formation of ethno-cultural component of professional competence of a teacher in advanced training system, M. S. thesis, Russian Academy of Education "Institute of Education Methods", Moscow.
10. Fedorova, S.N., 2008. Systematic Approach to the Ethno-Cultural Training of Future Teachers. *Yoshkar-Ola*, pp: 436.
11. Buyanova, I.B., 2013. Analysis of the level of students' adaptation to the university environment. *Middle East Journal of Scientific Research*, 17(9): 1237-1242.
12. Nistor, N., A. Gogus and T. Lerche, 2013. Educational technology acceptance across national and professional cultures: a European study. *Etr&d-educational technology research and development*, 61(4): 733-749.
13. Fischer, V., 2003. Interkulturelle Kompetenz in der fachwissenschaftlichen Diskussion. *Date Views* 15.06.2013. www.iiz-dvv.de/index.php?article_id=545&clang=0.
14. Wu, W.V., M. Marek and N. Chen, 2013. Assessing cultural awareness and linguistic competency of EFL learners in a CMC-based active learning context. *System*, 41(3): 515-528.
15. Pedagogical Constitution of Europe of 24.05.2013. www.arpue.org/index.php/ru/.
16. The Federal Law of the Russian Federation "On education in the Russian Federation" of 29.12.2012 #273-FZ. *Date Views* 27.07.2014. www.rg.ru/2012/12/30obrazovanie-dok.html.
17. The strategy of the state national policy of the Russian Federation for the period till 2025. *Date Views* 12.05.2014. www.referent.ru/1/207668.
18. Professional standard "Pedagogue (pedagogical activity in the field of preschool, primary General, basic General and secondary General education) (kindergarten teacher, teacher)". *Date Views* 2.07.2014. www.garant.ru/products/ipo/prime/doc/70435556/#ixzz38KFWrP7h.
19. Kadakin, V.V. and T.I. Shukshina, 2013. Development of pedagogical institute as a base teachers' training centre (the example of the Mordovian State Pedagogical Institute named after M. E. Evseviev). *Higher education in Russia*, 4: 60-68.
20. Yakunchev, M.A., I.F. Markinov and S.N. Gorshenina, 2012. Methodology and theory of ethno-cultural training of students at pedagogical institutes: the justification, concept and model. LAP Lambert Academic Publishing, pp: 308.
21. Krajewski, V.V. and I.J. Lerner, 1983. Theoretical basis of the content of General secondary education. *Moscow*, pp: 352.
22. Yakunchev, M. and S. Gorshenina, 2013. Diagnostics of Ethno-Cultural Competence of the Future Teachers. *Middle-East Journal of Scientific Research*, 16 (12): 1709-1713.

8/21/2014