

Interethnic Communication and Interaction of Students in their Professional Training

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Abstract: The professional training in the system of domestic higher education involves the formation not only of the qualities and characteristics of future specialists related to their performance of immediate professional activities but also connected with the cultural development of their personality, the possibility to organize their activity in multicultural and multinational space of the Russian Federation and to solve any social problems without conflicts.

Key words: Russian society, educational system, student environment, national conflicts, interethnic communication, educational social and cultural environment, multicultural space

INTRODUCTION

In our research we have proceeded from the assumption that the task of minimization of ethnic conflict among students in Russian universities is possible if the model of forming the interethnic communication of the students being representatives of different nationalities and cultures, in the process of their professional training was developed. The construction of such a model is possible if the following conditions are taken into account.

The entire process of professional training in Russian universities (from the first year until graduation) must be oriented on training of a specialist who is able to work in the multicultural environment of the Russian Federation. In each institution of the Russian Federation socio-cultural educational environment is organized and this environment is favorable to students who are representatives of different nationalities, cultures and mentality and creates the necessary conditions for their interethnic communication and cooperation, self-development and self-education.

The issues of interethnic communication and interaction are reflected in the basic educational program of each university of the country which fulfils the training of specialists in different areas. The educational process is an integral component of the holistic educational process of the university. University students have the motivation and personal activity in the development of culture of interethnic communication and interaction, the acquisition of knowledge about the culture of other peoples, their mentality, norms and patterns of behavior.

The University administration, its entire teaching staff have professional training in the formation of student's culture of interethnic communication and interaction and are motivated to implement appropriate technology. This research was conducted in stages which were organically interrelated by the whole logics of the research activities, by the solution of its goals and objectives.

At the first stage of the study a thorough analysis of the scientific literature of different fields (philosophy, sociology, anthropology, pedagogy, psychology, history) on the problem of interethnic communication and interaction, interethnic conflicts in the youth environment was carried out; the results of similar research were studied; the experience of Russian educational institutions on formation of culture of interethnic communication among students was analyzed; the results of sociological research on the problem of interethnic communication of young people were compared.

At the second stage of the study a survey on the problem of interethnic communication and interaction of students of Russian State Social University (RSSU) was conducted. The survey involved students and teaching staff of RSSU. Also the expert group of the most experienced teachers of the university was organized and they assessed the condition of pedagogical activity on formation of culture of interethnic communication of university students.

At the 3rd stage of the study all obtained materials (theoretical analysis and empirical data) were carefully analyzed, compared, generalized, the conclusions were made.

At the 4th stage of the study, on the basis of the obtained material, we developed a model of interethnic communication among students being representatives of different nationalities and cultures in the process of their professional training in high institution, its justification was made.

Urgency, multitasking: The problem of interethnic communication of young people and the solution of ethnic conflict among students is quite acute in the global community. The Russian Federation is no exception. A positive solution to this problem is the important state problem, directly linked to the national security of Russia, its image on the international arena. In various conflicts of the modern world young people are involved to a greater extent; this also applies to interethnic conflicts. The latest European events related to migration policy 2015-2016 are the example.

In modern Russia students are increasingly involved in ethnic conflicts, the popularity of protest forms of political behavior is growing. It's enough to recall some facts pogrom at Moscow market in. Attack on a group of Chinese in killing of a student-anti fascist Timur Kacharava in St. Petersburg, 2010 Manezhnaya ploschad' in Moscow, Bolotnaya ploschad' in Moscow, intracity municipal establishment Biryulyovo Zapadnoye in mass ethnic conflicts in the cemetery Khovanskoye, the conflict in the Russian championship in freestyle wrestling in Egorychev *et al.* (2014).

The analysis of statistical data and sociological surveys shows the direct dependency of ethnic conflict and type of settlement. The larger the place of residence is, the higher percentage of inter-ethnic tension and conflict among youth is marked (Youth, St. Petersburg, Ufa, Kazan, Stavropol, Yakutsk, Novosibirsk).

Today in the Russian Federation there are about 33 million young citizens (15-29 year) who are representatives of 193 ethnic groups and peoples living on the territory of the Russian Federation. The modern Russian youth as a social-demographic group of the population is heterogeneous in its composition. It is acutely polarized according to national-ethnic, religious, social and material characteristics, has unequal "starting" opportunities and conditions of urban or rural living environment. The number of urban youth prevails over the rural one: 24 million live in cities of Russia, million are in rural areas. The proportion of young people in the working-age population is 35%.

The educational environment of Russian universities unites such different youth in itself. The 25-30% of young people, representatives of almost all nationalities of the Russian Federation are seeking to get higher education.

One in three of them are doing it for getting a "cover" of the diploma of higher education or deferment from the army. The distribution of student's youth according to areas of study is uneven: of 7 million 800 thousand students are studying Law, just over 50 thousand "instrument engineering", about 100 thousand physical-mathematical specialties and a similar number are studying electronics. The rest of students have preferred to all other directions in the system of higher education of the Russian Federation. So a significant proportion of university graduates are still teachers (11.4%) and humanitarians (14.6%). However, of the 1.3 million graduates of Russian universities, about 40% are lawyers and economists (Mityaeva, 2014).

Currently in Russia there is an annual and long-term project to recruit foreign citizens for free education in Russian educational establishments. The last three years the Russian Federation annually welcomes 15 thousand foreign citizens to study completely free in our universities. More than 400 universities are involved in this process. Quotas for free education in Russian universities are not just for bachelors but masters and PhD students as well. There is also a contractual form of training for international students. Today in Russia, foreign students from 173 countries study. Leading positions in the number of young people studying in Russian universities belong to immigrants from the former Soviet Union: Kazakhstan, Turkmenistan, Ukraine, Belarus, Azerbaijan, Tajikistan and Uzbekistan. Today, the leaders are the students from abroad: Vietnam, India and China. So the People's Friendship University of Russia (PFUR) has about 240 thousand foreign students from 152 countries, including those who come in the category of compatriots, of which about 75 thousand study on a budgetary basis. Penza state University has about 1300 foreign students from 43 foreign countries (Mityaeva, 2014).

It is necessary to note an important point concerning the education of foreign students in Russia. This is fairly low knowledge of the Russian language and Russian culture which is a factor of the tension of interethnic communication and interaction among students.

It is also necessary to consider migration processes that have an impact on the formation of ethnic tensions in Russia. The youth makes up about 40% of the total number of arriving migrants who have a low level of culture and education (Mityaeva, 2010)

The relevance of investigating the problems of student youth studying in the higher education system of the Russian Federation is obvious: the identification of the range of values of young people of different nationalities and cultures; disclosure of the main causes

of ethnic conflicts; the determination of existing mechanisms of influence on students in matters of development and formation of culture of interethnic communication; the identification of importance of public institutions in the process of regulation of interethnic relations of young people; the identification of conditions contributing to the effective organization of the process of forming culture of interethnic communication in the conditions of university education, etc.

Students, representatives of different countries, cultures and perspectives, because of their abilities, opportunities and needs for social interaction, adapt to each other, learn to find common points of interaction, both among themselves and with representatives of Russia. Foreign students understand that Russian culture is inseparable from their life while they study in this country and therefore, they need to learn to communicate with each other “properly” to acquire the basics of culture of interethnic interaction. Students, representatives of national regions of Russia, also face the problem of necessity of developing culture of interethnic communication and interaction (Mityaeva and Fomina, 2009).

All marked actualizes sharply the solution to this problem, both on the theoretical and practical levels. In the context of this study we assumed the development of a model of forming culture of interethnic communication of university students who are representatives of different nationalities and cultures, in the process of their professional training.

Organization of the experimental study and its results:

The study was conducted in several stages. At the first stage, a thorough analysis of the problem was carried out. The data were obtained describing: the nature and state of the problem of student’s interethnic communication in conditions of their professional training. The survey was performed at the Russian State Social University (RSSU). New results were obtained characterizing the level of formation of culture of student’s interethnic communication. The evaluation was performed by the group of experts (16 persons) which included the most competent teachers. The experts analyzed carefully an array of research material which reflected the problem of

interethnic interaction among students (results: student’s self-esteem, questionnaire, interviews, student’s essays on this issue, etc.). The results are presented in Table 1.

As we see, the results show a “low” level of formation of culture of interethnic communication and interaction among students. The alarming fact is a “low” level of formation of culture of student’s interethnic communication 20.7%. These figures give us a basis for working out a model of forming culture of interethnic communication of university students who are representatives of different nationalities and culture, in the process of their professional training (Egorychev and Mardakhaev, 2016).

At the next stage the model was developed it includes the following components objective; methodological-theoretical; meaningful technological; environmental; activity-based; evaluative; effective. All model components are interrelated, due to a single mission formation of culture of student’s interethnic communication in the student’s environment.

The implementation of the model of forming culture of interethnic communication of University students who are representatives of different nationalities and culture, in the process of their professional training, the development of appropriate technology. Technology of implementing the model involves the following stages:

- Analytical (gathering information about the state of formation of culture of interethnic communication in the student’s environment, its analysis and synthesis)
- Planning an forecasting (to forecast the solution of the goals and objectives of the model on the basis of the analysis)
- Activity-based (the phased implementation of planned activities on formation of culture of students’ interethnic communication)
- Monitoring (ongoing assessment of technology implementation and necessary adjustments in its process)
- Final (collection of materials on the technology implementation, their processing and the writing of appropriate conclusions)

Table 1: The results of expert assessment of the level of formation of culture of student’s interethnic communication and interaction

Levels	Estimation (%)	Edaoeay oadaeoadenoeea
High	26.6	Manifestation of culture of interethnic communication in the student’s environment is stable. National conflicts don’t take place
Medium	52.7	Manifestation of culture of interethnic communication among students is quite stable. National conflicts are present but are solved at the level of mutual compromise
Low	20.7	Manifestation of culture of interethnic communication among students is low. National conflicts are quite often, are resolved difficult, contradictions remain

MATERIALS AND METHODS

This study was based on scientific concepts, statements, approaches. The theories of socio-cultural development of the society (V.L. Belin, A.N. Garagozov, S.I. Grigor'ev, P.S. Gurevich, L.N. Kogan, V.I. Patrushev, A.I. Subetto, A.I. Shendrik, etc.). The concepts and theoretical principles of development of modern education (N.V. Abramovskikh, V.P. Bepal'ko, V.A. Bolotov, A.M. Egorychev, V.I. Zhukov, I.F. Isaev, V.A. Slastenin, S.N. Fomina, G.N. Filonov, etc. Ideas and concepts of interethnic education (S.K. Bondareva, G.N. Volkov, A.B. Pankin, R.Z. Khairullin, V.K. Shapovalova, etc.).

Pedagogical teachings about spirituality of the individual (B.S. Bratus', N.Ya. Grot, I.A. Ilyin, K.D. Ushinsky, V.I. Slobodchikov, E.N. Selezneva, etc.). General statements of social pedagogy (L.V. Mardakhaev, A.V. Ivanov, Yu.S. Manuilov, V.G. Bocharova, I.A. Lipskii, A.M. Egorychev, etc.).

The complex of methods was used to solve the goals and objectives of the study. Theoretical methods: analysis and synthesis of scientific material on the research problem, understanding existing in the country practical experience on issues of student's interethnic communication; analysis, comparison and generalization of materials of sociological researches on youth issues; modeling: creating an image of the studied subject of research the model of formation of culture of interethnic communication of the students who are representatives of different nationalities and culture, in the process of their professional training at the University. Empirical methods: observation (behavior of students of different nationalities in the system of personal and business interaction); interviews (with professors and students on the issue of international communication and the need for knowledge of other national cultures and traditions) questionnaire (students and professor's written survey on the problem of forming culture of interethnic communication); expert assessment (the analysis of the state of the problem under the study the level of formation of culture of student's interethnic communication and interaction), Evseeva and Pravdyuk, (2014).

RESULTS AND DISCUSSION

In the study on the culture of interethnic communication and interaction among students we obtained a large array of materials which was subjected to quantitative and qualitative processing. A thorough analysis was conducted; the findings were compared with existing data of socio-educational research and surveys. All obtained results were summarized and conclusions were made.

The following results were obtained: In the whole, as the official statistics and research materials show, today in the Russian Federation a lot of work is being carried out on regulation of interethnic relations in the youth environment. Nonetheless, due to the many factors and conditions of the new time, there are questions regarding the need of actualization of educational activities on forming the culture of interethnic communication and interaction in the student's environment.

Modern student environment in the Russian universities is multinational, quite complex and contradictory. We note that there are conflicts including ethnic ones in the Russian student community. However, in general, the state of interethnic relations in the student environment can be described as stable. At the same time, the results of the study showed that only 26.6% had a "high" level of formation of culture of interethnic communication and interaction among students.

On the basis of the received materials we developed a model of formation of culture of interethnic communication of University student's who are representatives of different nationalities and culture, in the process of their professional training and technology implementation. Its elements have already been implemented into the educational process of Russian universities (Moscow, Novosibirsk).

CONCLUSION

This study allows to draw the following conclusions: Culture of interethnic communication and interaction among students is a necessary component of their professional training, regardless of the chosen direction. The process of formation of culture of student's interethnic communication and interaction can be effective if it forms an organic unity with the educational process. Each university in Russia, based on the characteristics of their region, develops a model of forming culture of interethnic communication of the students who are representatives of different nationalities and culture, in the process of their professional training, including technology of its implementation.

RECOMMENDATIONS

Taking into account the current socio-cultural situation in the world community and the processes that occur in Russia, it is necessary:

- To intensify the direction of the state social policy in the field of formation of culture of Russian youth interethnic communication, to promote policies on approval of ideas of friendship of peoples, their spiritual unity and interethnic consent, the widespread cultivation of patriotism

- To introduce in Russian universities a compulsory educational discipline “Basics of interethnic communication and interaction” which includes knowledge about the history and culture of the indigenous peoples of the Russian Federation, their traditions, ethnic norms and behaviors
- To create the conditions in the student’s environment of Russian universities which allow to organize an effective and targeted process for the formation of culture of student’s interethnic communication and interaction.

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