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MULTICULTURAL APPROACH TO ORGANIZATION OF THE UPBRINGING PROCESS IN HIGH SCHOOL

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The article describes the main forms of productive interaction between students in their training activities, among which are: the agreement, the cooperation and the partnership. Different forms of group work in a school and the main types of study groups such as: pseudo group, training (traditional) and productive (effective) group are described as well. Main features of interaction in each of the groups are highlighted. Basic pedagogical models of the multicultural education are presented in the article, as well as the methodological approaches which allow analyzing them

Keywords: personality, professional personal sense; productivity; participation; dialog, tolerance, agreement, cooperation, partnership, productive interaction, productive group subject – subject interaction, reflection, dialogue, training activities

INTRODUCTION

Sociocultural situation of modern dynamically changing world, growing influence of ethno-national factor requires the ability of future teachers to build successfully a productive pedagogical interaction with representatives of various ethnic and national groups

Intention to effective interaction with other people becomes an integral, essential need of preparation for the future life. Modern school must be adapted to this social demand, and training of the techniques of productive interaction must occupy a fitting place among the compulsory elements of the content of general education

Last time the problems of the productive and intercultural interaction and of its basic forms became the subject of many studies of the researchers — educators. Pedagogical interaction as the basis of the educational process in the modern school is studied in works of Kan - Kalik V., Kutjev V., Kirichuk O., Pisareva T.; pedagogical support issues are devoted to Batyushenkova N., Gazman O., Parinova G.; the role of pedagogy of cooperation in building of the productive pedagogical interaction was considered in the works of Amonashvili Sh., Zhuravlev V., Karakovsky V., Soloveitchik S., Shatalov V. Межкультурное взаимодействие, в свою очередь, is described in the works of Avksentyeva O., Bolotov V., Isaev E., Slobodchikova V., Shaidenko N.

The purpose of this article is to examine the problem of the parenting from the perspective of intercultural education approach.

It is meaningful, from our point of view, to highlight the main methodological approaches to the viewing the modern model of multicultural education which allow to analyze us that model

It should be indicated that we will focus on the personal-active approach, based on the following methodological position that: "... it is not two different plans - personal and active, and only one: as the activity is carried out only by personality, generally by subject, although, the person, of course, is not been reducible to such activity " [7, С. 137]. This statement allows us hereinafter, when considering the multicultural education, to

speak of the personal-activity approach as two interrelated plans, which are typically in the psychological and pedagogical literature are bred for the purpose of furthering scientific penetration in each of them.

Extremely important, in our view, is the doctrine of development of the personality in general, and personal and professional development in particular. It should be considered, based on the theoretical positions L. Vygotsky, B. Ananeva, L. Antsiferova etcetera, namely: the development is a progressive movement, during which there is a progressive and regressive intellectual, personal, behavioral, activity-related changes in the man are occur; development does not stop until the termination of life itself, it change only the direction, intensity, character and quality.

The influence of the cultural context on the development of personality is really very important, it cannot be overemphasized, that is why there is no need to prove the relevance of the development of psychological and pedagogical methods of optimization of relations between members of different ethnic groups and cultures. The problem of international interaction is highly urgent for most countries, since their territories are usually inhabited by more than one ethnic group or nationality.

In this regard, there is an urgent need the world for the development and implementation of a unified state policy to promote tolerance and prevention of extremism, as evidenced by the orientation adopted for the further development of humanistic traditions in society. In the transition to a postindustrial, information society, in scaling intercultural interaction the factors of sociability and tolerance acquires particular importance.

The activity approach also requires of a special understanding of a particular human age - as a particular culture, not replaced by the next one, and not "remove" in the next stage, but keeps forever and comes in the mind of man in communion with others (like the historical culture).

Our opinion is that the sequence of the introducing of different cultures in our school, corresponding to their historical sequence, must de must be must be must be must be must be must be corresponded to the laws of the development of thinking of modern European child The sequence of ages, understood as a sequence of particular cultures, is not in the full sense of the word natural, that is, by outside, independent of education, but, paradoxically, shows up as a "natural" at the appropriate educational organization. Individual differences of the child play an important role as well. There are children whose particular thinking in terms of dialogical education can manifest as "ancient", "day present day" etc.

Essential for our research is the question of the relationship between categories of activity and communication. Sexual activity in the learning process can be considered as two components of learning activities that enable students to achieve high results in intercultural productive interaction.

Some researchers (V. Bogdanov, E. Bulygina, D. Wunderlich, T. van Deik , S. Levinson et al.) believe that learning should take place on the basis of functional and practical. Well, this approach is implemented in the process of intercultural communication skills.

Using functional pragmatic approach has the following advantages: 1) the existence of a democratic style of interpersonal interaction; 2) increasing of the level of expression in the language and terms of content; 3) lack of unmotivated pauses, through the use of alternative means of speech; 4) increasing the number of socio-culturally appropriate means of voice communication in different spheres.

Let us consider productive approach to multicultural education. The study of research on productive approach to training / education showed that "productivity" is often put on a par with such concepts as "efficiency" and "quality".

There is semantically common mining in these terms and this is definite, positive, good result and we are completely agree with it. However, the real measure of productive training product becomes apprentice to their interests, experience, and educational purposes. Productivity is determined by internal personality changes - and already this productivity differs from "efficiency" and "quality", which, in our opinion, is more focused on the external indicators, changes, bearing material rather than spiritual

Productivity, as a certain quality, which is characteristic of any educational process, including the process of multicultural interaction, involves the synthesis of unity and positive externalities, which is very important internal changes, it's more "humanized", personally painted category. That is why we consider as personal productivity - the activity rate of the process intercultural interaction.

Without revealing all the stages in the idea of productivity in the world of educational thought, we note that, on the one hand, they are not entirely new, since they are rooted in the labor school Pestalozzi, Kershtenshteyner, Hessen, Makarenko and other educators; and on the other, it is a measure of educational value today specialist in any field is to have him not only the amount of theoretical assimilation of knowledge, but also the skills, experience, experience of their practical application, both in activity and in communication, which is often multicultural.

Nowadays, worldwide interest to productive education grows in the world. Recent developments of I. Boehm, M. Sikorovoy, Tubelsky A., J. Schneider, F.Haraeva and others in this area suggest that it is in the concept of productivity is then a rational link that will allow the process of real intercultural interaction do really productive as for teachers and for students.

Participatory approach, based on the theory of a participatory, orients the student, future teacher, on account of the uniqueness of each student's understanding of cultural and national differences, the creation of a truly democratic atmosphere in the student group. Based on the ideas of multiculturalism, this approach means:

- willingness to work together;
- increase awareness of students in the field of intercultural communication;
- ability to solve problems through active and productive;
- creation of a mechanism to facilitate the growth of the productive future specialists;
- willingness to positive and democratic interpersonal communication that can become the basis for intercultural communication.

Participatory emphasizes the importance of active participation of each in intercultural communication-oriented in the learning process, learners interact with each

other and with the teacher, the organization of educational activities in the mode of dialogue and partnership, which corresponds to the nature of multicultural communication, education in students a sense of tolerance and, in the final After all, serves the greater efficiency of the process of formation of a tolerant multicultural experience of interaction.

All the above approaches are reflected in current models of education. But the functioning of any educational model depends on a given purpose, which, together with the leading approach defines its essence.

As for the upbringing process in the high school its productive interaction within the framework of procedural component has two components (or vectors) which are including the specific content of the subject (1) and the content of the system of valuable installations of this interaction (2). Herewith two types of relations in the process of educational interaction are developing: the subject — object, affecting the nature and content of students' attitudes to the subject contents and activities subject — subject, describing the content of the interaction between the participants.

1. COMPONENTS OF EDUCATIONAL WORK ON THE ORGANIZATION OF MULTICULTURAL INTERACTION

Let us present each of the vectors separately.

1. Education as a process of interaction between the teacher and the students is performed on the basis of specific learning content. The interpretation of this content as didactically exonerated "clot" of culture and science as it is now recognized as a component and does not cause much controversy of any educational theory or practice. That is why the selection of the criteria of such content, such as: scientific objectivity, validity, intersubject and several others should be guided by the teacher and seems rather natural.

However, the actual content of education cannot be reduced to fragments of science, which are reflected in the curriculum, programs, and other benefits, it is necessary to takeover generalized knowledge which are projected onto existing personal and substantive experience of the child.

According to S. Rubinstein: "Any attempt of the tutor - teacher "to contribute" to a child's consciousness and moral norms, bypassing child's own activity on the mastery of them, ... undermines the very foundations of a healthy mental and moral development of the child and raise his personal properties and qualities" [7, p.192-193].

At the same time the process of mastering of the pupils (students) and the teacher is joint with the construction of the training content. The teacher introduces the content of educational interaction concepts, facts, laws, practices, values, ways of thinking, the seating in the signs, symbols, and rules of the language of science, the content of which is presented in a particular tutorial.

According to Mikhailov I.F. [3, p.14] this bivalent, expressed in terms of "value" and "meaning" is a fundamental characteristic of any social - cultural activities and is seen as propensity to engage in dialogue, active interpersonal interaction.

In our case bivalent is that here the word - is the objective content of the training material, and meaning - normative, value and other relations, which are generated by the

interaction of "teaching - teaching." This manifests itself in the same divalent and that teacher and student master not only contained in the text of the "values" and enter the "communicative intentions" [5, p.19] author of the text, but the text and endow their meanings become his co-authors.

It is as though as the level of their contributions, attitudes on frontier of educational material. The first vector is associated with the object as a product of educational interaction, expressed in concrete projects, models, writings, etc., and with the spiritual — in the form of generalized system of educational knowledge.

Hence the first level involves the interaction of the vector on the coordinate system training material ↔ the student.

2. The paradigm of modern education is changing and related to the change of its ideals from "educated person" to "man of culture" [1, p.98]. I agree completely with Senko U.V. [5, p.40], that in contrast to the "educated person", assimilated and uses achieving society, "man of culture" matches in his mind different cultures, focused on the other, disposed to dialogue with them. So the education is as a way of human reproduction in culture and it involves not only the development of didactic knowledge, skills and personal development on this basis, but also the creation of the world image, the scope of the values of this world and its image in the world.

Organization of the interaction is always associated with emotional value which is the understanding and the rapport, which can be seen as a way to share "accommodation" and experiences of teaching and teacher and student.

And here the values are not particularly substantive and general cultural sense. Relationship teachers and students create the emotional background that determines everything that happens in the course of educational activities. They can enhance or may relieve mental stress students painted it in different tones: from empathy to dislike.

The leveling of the second vector and anonymity of the knowledge system which teacher teachers, installation of the elimination of his own doubts, experiences and reflections leads to the closed position of the teacher's violates productive educational interaction, resulting in a loss, depletion of emotional - valuable subtext educational process / interaction. The main forms of organization of productive interaction are conventional forms of learning activities of students: frontal, individual, group (dyads, triads, micro groups).

Frontal activity involves the interaction of one-line front teacher and students in the conditions of the dominant class - learning lesson system is predominantly subject - object in nature, so genuine productive interaction is very limited.

Individual activity involves independent performance of a particular academic work and entry into short-term, episodic interactions mainly with the teacher. This form, from our point of view, is the most realistic and supposes the individual pedagogical support, skills training and self — reflection.

2. THE ROLE OF GROUP WORK IN MULTICULTURAL EDUCATION

But the effectiveness of educational interaction is extremely low, for many reasons, primarily due to the lack of real partners in this interaction.

Group work as a form of educational interaction has been caught in the national education system, and has many advantages over the others. To date, the theory and practice has created the following types of educational groups [p.234-235].

If group work is carried out on an extemporaneous basis, interactions (positive and negative) are not always clearly defined and are consistently positive, then it often takes the form of the pseudo — group.

– *Pseudogroup* is an association of the students who are required to work together, but that there is no inner need and interest. Their interaction is "flashy" nature, so they no longer pretend that they are working together. Their actions are poorly coordinated and the relationships within the group with respect to separated, with some students try to solve their problems at the expense of others. Educational work in the group is difficult, and the results are lower than individual success. Educational work in the group is difficult, and the results are lower than individual success. Communication within the group is not always constructive, distracting, and does not set up the mutual activity. Teacher occupies an isolated position, dominates the dominant type of relationship.

– *Traditional (conventional) training group* form the students who take the job to work together, but are not particularly motivated to do so and accordingly there is low interdependence. Group members exchange information on training stage to clarify the job, and then work individually, and therefore achieve always valued more individually than collectively. Exactly the same character has and creative activity of the students. The teacher tries to organize educational interaction effectively, but not following many of the principles of its productive organizations (voluntary, personal freedom, subject — subject relations, cooperation efforts ...) did not allow him to achieve a high level of effectiveness and cohesion of the group work.

– *Training activities of the productive (efficient) groups* constructed in accordance with the principles of productive interaction and all their members not only work together, but also feel this urgent need, therefore, consciously and actively enter into cooperation together. Sense of trust, responsibility, understanding, empathy and action for the success of their comrades and the group as a whole shows the high level of cohesion. Each member of the group and at the same time ready to take the necessary assistance. Relationships between teachers and students are in the nature of cooperation and co-creation at constant pedagogical support of the teacher.

Interaction is also different by the number of group. It may be common group and include 7 -12 people. Such groups tend to be heterogeneous, so collective forming advantages of such a group is difficult to overestimate.

Dyads or pairs, as evidenced by the theory and practice, have obvious advantages - students in the stable or in pairs of interchangeable enter into the process of educational interaction, protecting your topic, analyzing the question, eliminating gaps.

The advantages of the tirades include greater collegiality triad, most validity (due to larger than a dyad, the amount arising thoughts), and liability of the big contact group. Essentially, that the emergence of third party communication system gives it a new quality - a reflection.

Consequently, in terms of direct interaction, else being equal, teamwork seems to be a work in undifferentiated class into groups, work in small / micro groups preferably work in large groups, and the optimum is to work in dyads (pairs).

The total academic work unites the students and the impossibility of exclusion from it any of the participants makes them to look for some new ways to create the productive interaction.

Various forms of group interaction can be distinguished by: the problem — the extent of its adoption by all members of the group interaction. The task must be set so that students will not be able solve it without each other; there is co — operation in the intra-individual tasks;

— the resource — as subjective personal and collective, the presence of individual educational objective briefcase filled with individual programs, texts, instructions;

— the success — and self — evaluation, i.e. evaluation of the group consists of the contribution of each student;

— the result — the products of the group work as projects, reports, models, ideas etc

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Today the following main ways of the productive interaction exist: the partnership, the agreement, the cooperation and the dialogue / polylogue.

Agreement and cooperation are the kinds of reglementators of the interaction at all levels - communication, activity, behavior, and attitude.

Partnership is the way of the interaction and relationships which is organized on the principles of equality, voluntariness, and additional members of the educational processes. Educational interaction which is based on partnerships, as an adult, and a child, let them choose their own solutions to emerging problems.

Partnership is not a formal equality of rights and responsibilities of the student and the teacher which is based on the cooperation. It constitutes all of their joint activities, communication and behavior, i.e. such cooperation is based on the voluntary responsibility and equality in achieving common goals and results.

Real, not formal, partnership is possible only in the case of installation of the special relationships between people (teachers and students) which is based on the principles of mutual understanding. The relationship between partners is the form of the subject — subject interaction as equal partners which are equal in their activity and independent participants in joint activities, interested in each other, and together to achieve one aim.

Implementation of educational interaction is possible through co-operation as a way to organize learning activities, in which all students and learning together and by mutual agreement, participate in the same or different, unrelated types of learning activity.

The main principles of cooperation in training today are: positive interdependence of all members of the group to solve the problem; direct interaction, built on the open communication, dialogue; individual evaluation; skills training group interaction; reflection.

Agreement can be considered as well as a very positive way in which the subject is organized - subject space interaction between teacher and students, designed to organize joint activities and based on joint respect, mutual responsibility and assistance to each other in the implementation of the jointly agreed values and norms. The main structural components of contractual relations: constant display and correlation of interests and situational meanings partners; finding and achieving the object interaction, which contains the interests of the partners; implementation and enforcement responsibilities of each partner in the collaboration builds.

CONCLUSION

Thus, a teacher seeking to improve the effectiveness of teaching, improve the ratio of students to the studied material, encourage students to comprehend the deeper something with which they work, seeking to change the system of educational interaction, looking for new, alternative ways of organizing of it.

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Якса Н.В. Поликультурный подход к организации воспитательного процесса в вузе / Н.В. Якса // Ученые записки Таврического национального университета им. В.И. Вернадского. - Серия: Проблемы педагогики средней и высшей школы. – 2014. – Т. 27(66), №4. – С.18-25.

В статье описаны основные формы продуктивного взаимодействия между студентами в учебной деятельности, среди которых следует выделить: соглашение, сотрудничество и партнерство. Различные формы групповой работы в вузе и основные виды студенческих групп, таких как: псевдо группа, учебная (традиционная) и продуктивная (эффективная) также рассмотрены в статье. Выделены основные возможности взаимодействия в каждой из групп. Кроме того, в статье представлены основные педагогические модели поликультурного образования, как и основные методологические подходы, позволяющие организовать поликультурное взаимодействие.

Ключевые слова: личность, профессиональный личностный смысл; продуктивность; участие; диалог; толерантность; соглашение; сотрудничество; партнерство; продуктивное взаимодействие; продуктивное групповое субъект – субъектное взаимодействие; отражение; диалог; учебные мероприятия.

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