

Forming the Civic Participation and Culture Interethnic Interaction of Students'



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Abstract: *The article is devoted to the formation of civic participation and culture of interethnic interaction of students. The urgency of forming of civic participation and culture of interethnic interaction is conditioned by the demands of a modern multi-ethnic society. Thanks to the increasing mobility, the society of many countries is becoming multinational. Civic participation and the culture of interethnic interaction becomes an important factor in all spheres of public life. The list of materials and methods used during the pedagogical experiment on the formation of civic participation and culture of interethnic interaction is described. The logic of organizing a pedagogical experiment of students included 4 stages: preparatory, ascertaining, formulating and controlling. A definition of the concept of "civic participation and culture of students' interethnic interaction" was developed. The diagnostic toolkit of the experiment was selected in accordance with the criteria for of civic participation and culture of interethnic interaction of students. Experimental work has revealed that the students' readiness for productive civic participation and interethnic interaction directly depends on their level of interethnic interaction culture. The most effective means of forming culture of interethnic interaction between students is their active involvement in a multiethnic environment, as well as civic participation in local self-government on issues of interethnic politics.*

Keywords: *culture, culture of interethnic interaction of students, formation of culture of interethnic interaction of students, civic participation, pedagogical technology, pedagogical experiment.*

I. INTRODUCTION

The Constitution of the Russian Federation provides ample opportunities for civic participation in the life of society and commonwealth and states that Russia is historically a multinational country. Thus, the tasks of forming civic participation are relevant, and the issue of inter-ethnic interaction is a priority in the field of national politics.

The need to form civic participation and culture of interethnic interaction of students is defined as one of the basic principles of state policy in the field of education, proclaiming the unity of the educational space on the territory of the Russian Federation.

The purpose of this study is to find and analyze methods, tools, pedagogical technologies for the formation of culture of interethnic interaction of students. The rationale for this work is a number of factors described below.

In recent years, along with many unsolved socio-economic problems, issues related to living together and the socio-cultural interaction of ethnic groups living on the territory of Russia remain unchanged. Among them, the aggravation of the conflicts between ethnic relations, ethnic discrimination, the growing interregional financial and economic, property differentiation, the decline in the living standards of a number of ethnic groups and the threat of irrevocable loss of their culture. One of the main conditions for the survival of the earthly civilization is the preservation of the harmony of the diversity of ethnic cultures, which in its essence is the inexhaustible source of enrichment of the world culture of mankind, without which it inevitably degrades. Therefore, today as once the study of ethnic forms of communication and interaction is extremely necessary in the turn of the ideology of society from the absolutization of scientific and technological progress to humanistic orientations and values [1].

Modern Russian society is characterized by ethnic revival, which is characterized, on the one hand, by the desire to learn, to revive and preserve the uniqueness of the native culture, on the other - a resurgence of ethnic selfishness, racism, chauvinism. As a consequence, the society's need for socially responsible, highly cultured members, who know and appreciate not only their native culture, but also respect the culture of other ethnic groups capable of active life in a multi-ethnic state, is growing. Personality, as is known, is formed in the process of socialization. The entry of a child into the system of ethnic and interethnic relations provides an ethno-cultural variation [2].

In the documents of the UN, UNESCO and the Council of Europe [3] among the priorities were the preparation of youth for life in a civic and multicultural world. Thus, the report of the UNESCO international commission on global strategies for the development of education in the 21st century says that one of the most important functions of the school is to teach people to live together, to help them transform the existing interdependence of states and ethnic groups into conscious solidarity. To this end, education should help to ensure that, on the one hand, a person becomes aware of his roots and thereby can determine the place he occupies in the world, and on the other, instill in him respect for other cultures [4].

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In the basic documents of the Russian Federation in the field of national policy – "The Strategy of the State National Policy of the Russian Federation for the period until 2025" [5],

approved by the Decree of the President of the Russian Federation of December 19, 2012 No. 1666, and "The Strategy for National Security of the Russian Federation until 2020 year" [6], approved by the Decree of the President of the Russian Federation of May 12, 2009, No. 537, - indicates that the diversity of the ethnic (ethnic) composition and religious affiliation of the population of Russia, the historical experience of intercultural and interreligious interaction, the preservation and development of the traditions of the peoples living on its territory are the common property of the Russian nation, serve as a factor in strengthening Russian statehood, determine the state and the positive vector of the further development of interethnic relations in the Russian Federation.

In the messages of the President of Russia, the Federal Assembly of the Russian Federation has repeatedly stressed that the spiritual unity of the people and the moral values that unite us are equally important factors of development as political and economic stability ... and the society is only able to set and solve large-scale national tasks, when it has a common system of moral guidelines, when its people keep the for the native language, its original culture and cultural values, the memory of their ancestors, each page of its domestic history. It is this national wealth that is the basis for strengthening the unity and sovereignty of the country, serves as the foundation of our daily life, the foundation for economic and political relations [7].

The political and socio-economic development of the countries of the world, probably, primarily depends on how balanced the internal policy is built. And only after that - on the quality of communications on the outside scene.

Federal Law No. 273-FZ of December 29, 2012 "On Education in the Russian Federation" defined important guidelines for the development of education in matters of national policy.

Firstly, the development and intensification of interregional cultural communications, the dissemination of knowledge of others among certain ethnic groups, is expected. Secondly, the state sets the task of activating work in the ethnographic direction, in the field of cultural and cognitive interethnic events, tourist trips, sports competitions. Thirdly, an important area is the improvement of educational work with children and young people with an emphasis on

patriotism and the enhancement of civic consciousness.

II. PROPOSED METHODOLOGY

The complex nature of the pedagogical experiment carried out within the framework of our research is determined by the set of methods used: generalization, synthesis, content analysis, induction, deduction, study and evaluation of positive experience, questioning, testing, observation, analysis of students' activities.

The purpose of the pedagogical experiment is to determine the effectiveness of the pedagogical technology of forming culture of students' interethnic interaction [8]-[11].

The goal determined the nature of specific tasks that we solve in the pedagogical experiment:

- 1) develop a program of experimental work;
- 2) create a diagnostic tool for checking the effectiveness of experimental work (criteria, indicators, methods of diagnosing the formation of culture of interethnic interaction of students);
- 3) determine the real (available) state of the level of formation of civic participation and culture of interethnic interaction of students;
- 4) to test experimentally the effectiveness of the organizational and pedagogical model and pedagogical conditions that are being developed in the process of research, ensuring the optimality of its implementation;
- 5) identify possible risks in the process of forming of civic participation and culture of inter-ethnic interaction of students.

Experimental work was carried out on the basis of Perm National Research Polytechnic University (see Table I).

The sequence of experimental work suggested:

- to determine the interdisciplinary state of the solution of the problem under investigation in science and modern pedagogical practice;
- to reveal the content, the criteria components and the corresponding indicators to the formation of civic participation and culture of interethnic interaction of students;
- to select and substantiate a complex of diagnostic tools aimed at revealing the level to the formation of civic participation and culture of interethnic interaction of students at the level before and after the experiment is completed.

Table-I: The logic of organizing a pedagogical experiment on the formation of civic participation and culture interethnic interaction of students'

Stage	Stage tasks	Research methods
Preparatory	Development of the content of the experimental work. Determination of criteria, indicators, methods of diagnosing the formation of civic participation and culture of students' interethnic interaction.	Theoretical analysis of the philosophical and psycho-pedagogical literature, experience of practical activities, social practices.



Ascertaining	Determining the initial level of the state of formation of civic participation and culture of interethnic interaction of students.	Initial diagnostics of respondents, generalization, synthesis, content analysis, induction, deduction, study and evaluation of positive experience, questioning, testing, observation, analysis of students' activity in the conditions of interethnic interaction, the experiment.
Forming	Design and implementation organizational and pedagogical model the formation of culture of students' interethnic interaction and the pedagogical conditions for its effective implementation. Approbation of pedagogical technology of formation of culture of students' interethnic interaction Check its effectiveness.	Current diagnostics. Analysis (evaluation) of the effectiveness of the implementation of the author's model, pedagogical conditions and technology of the phenomenon being studied. Study of the dynamics of the effectiveness of the research (generalizing diagnosis): modeling, questioning, testing, observation, conversation, analysis of students' activities in the conditions of interethnic interaction, forming an experiment.
Control	Generalization of the results of experimental work. Analysis and correlation of theoretical and experimental data.	Qualitative and quantitative analysis of the effectiveness of the study. Statistical methods of mathematical processing of experimental data.

- to create a control and experimental group to test the effectiveness of a multicomponent model [11];
- for the formation of culture of interethnic interaction of students;
- to test experimentally a multicomponent model of forming culture of interethnic interaction of students;
- to introduce the identified organizational and pedagogical conditions that are necessary and sufficient for the formation of culture of inter-ethnic interaction of students;
- to organize diagnostics of level of formation of culture of interethnic interaction of students of the level before and after the end of the experiment using the diagnostic tool developed in the course of research, which includes a set of research methods;
- to carry out the interpretation of the results, which made it possible to determine the dynamics of the formation of culture of interethnic interaction of students.

Summarize and analyze the results of the experimental work.

In the course of the study it was determined that " civic participation and culture of interethnic interaction of students" is a part of the general culture of the individual,

characterized by knowledge, values, experience of mutual understanding and interaction, the ability to dialogue, recognition and respect for the right to difference. As well as the cumulative result of education and training, based on self-identification and multiculturalism, the elaborated system of civic values and ethical norms, communication and tolerance, a holistic worldview, the ability to dialogue and impartiality, recognition and respect for the right to difference, the ability to overcome possible adverse effects, readiness for mutual understanding and interaction [12].

In accordance with the purpose and objectives of the study, the content of the ascertaining experiment was the study of the state in the context of the knowledge, value, emotional-evaluative and behavioral criteria of culture of inter-ethnic interaction of students and the corresponding research methods.

Methods for diagnosing the culture of interethnic interaction of students are presented in the table (see Table II).

Table-II: Diagnostic toolkit for the experiment

Criterion	Indicators
Cognitive (knowledge) (ethnic and civic knowledge)	<p>1) the creation of a historical and geographical image, knowledge of main historical development events of statehood and society; knowledge of history and geography of the region, its achievements and cultural traditions</p> <p>2) the formation of an image of the socio-political structure - an idea of the state organization of Russia, knowledge of the provisions of the Constitution of the Russian Federation, the basic rights and duties of a citizen, the orientation in the legal space of state-public relations</p> <p>3) knowledge of their ethnicity, familiarization with national values, traditions, culture, knowledge of the peoples and ethnic groups of Russia</p>

Axiological (value) (civil, cultural, universal values)	1) respect for the rights of others, tolerance, self-respect, recognition of the right to a free and responsible choice of each person, 2) acceptance and respect for the legal foundations of the state and society, 3) respect for family values, love for nature, recognition of the value of health, one's own and other people, optimism in the perception of the world
Connotative (emotionally-evaluative)	1) the education of ethnocultural patriotism, love for the Motherland, a sense of pride for one's country, 2) emotionally positive acceptance of one's own civil identity, readiness for equal cooperation with representatives of other peoples, 3) the reflexivity of knowledge and ideas, the existence of one's own attitude towards socio-political events, the ability to express and argue one's point of view clearly
Active (behavioral) (readiness for interethnic interaction)	1) participation in local self-government and civil activity; organizational activities; 2) lobbying of national interests; participation in ethnic and interethnic acts of interaction.

III. RESULT ANALYSIS

At the diagnostic stage, a survey was conducted among students of Perm National Research Polytechnic University in order to determine the students' readiness for interethnic interaction. The following results were obtained: 80% of the respondents find it difficult to say that they are interested in the history and culture of their people and peoples living next to them; while 45% have their own opinion on the basis of owning information about the history of native and foreign countries, the cultural and moral heritage of various ethnic groups, only 55% respect the opinions of others and the right to differ. 60% of respondents realize that it is necessary to implement the given norms of social and interethnic interaction and social life, 23% of respondents understand the need for effective inter-ethnic interaction. However, the overwhelming majority, that is, 83% of the questioned find it difficult to say that they are ready for interethnic interaction, 95% have difficulty in interacting with representatives of various ethnic groups. In addition, in the process of questioning students were at a loss to define the concept of "interethnic interaction". The results of the questionnaire demonstrate the lack of a culture of interethnic interaction among students. There is a high level of uncertainty, which can become a basis for favorable development, but also contains the risk of development of negative actions and events in the event of an unfavorable social situation.

To identify the level of knowledge about one's ethnicity, the development of national values, traditions, culture, knowledge of the peoples and ethnic groups of the Russian Federation, and also motivate students to study ethnography (ethnology) as a science occupying a critically important location in harmonizing inter-ethnic relations, preserving and the development of ethno-cultural identity of the peoples of Russia, in December 2017, students participated in the All-Russian action "Ethnographic dictation."

The problem was that after this action the students had a desire to learn their roots, the traditions of their ancestors, to learn more about those who live close by. Because knowledge is the basis for mutual respect and harmony among people of different nationalities and, ultimately, will have a positive impact on the dynamics of the individual level of the culture of interethnic interaction.

The students were shown a presentation and a quiz about Perm Krai, its features, administrative and geographical

position, its role in the history of Russia. The greatest difficulties for students were raised by questions concerning the ethnic diversity of the Perm Krai.

Students do not know that there are several areas of compact residence of ethnic non-Russian communities on the territory of the Perm Krai, including traditional peoples living in the region (Komi-Permyatsky district, Bardym district, Kuedinsky district) and new ethnic diasporas formed as a result of active migration processes in the last two decades. The largest diasporas of the Perm Region are: Tajik, Azerbaijani, Armenian, Uzbek.

The respondents are not also familiar with the instruments for solving issues in the sphere of national policy, in particular, the subprogram "Realization of the state national policy in the Perm Krai" implemented in the region, and the existence of national public associations of regional level, all in the province - 26 and all of them are members of the Coordinating Council for National Affairs under the Governor of Perm Krai and receive subsidies from the regional budget for the implementation of ethno-cultural projects.

The results of the Ethnographic Dictation confirm the insufficient level of ethnographic literacy and the culture of interethnic interaction and update the topic of research.

To obtain a reliable representative material on the research problem in the context of the value criterial component of the culture of interethnic interaction, a questionnaire was conducted among students according to the methodology of I.G. Dolinina "Are we Tolerant?" [13].

Students were asked to choose a definition of the notion of tolerance, xenophobia and nationalism. 100% of respondents correctly defined the concept of tolerance as a respectful attitude towards people of other nationalities, views, religion, etc .; however, 52% of the respondents are indifferent to the neighborhood with people of a different nationality or religion, and only 50% of the respondents say they have never shown intolerance towards members of any minority.

Definition of the concepts of nationalism and xenophobia caused serious difficulties for students. Less than half of the respondents (45%) agree with the assertion that the nationalist is the one who considers his nationality to be better than all other peoples.



Only 20% of respondents correctly identified xenophobia as intolerance (bad, unjust attitude) to people of other nationalities, views, religion. The overwhelming majority (65%) say they have neither the time nor the energy to fight nationalism and xenophobia.

Due to the analysis of the findings of the experiment on the subject of scientific research, the prevalence of low and medium levels of interethnic interaction among students was revealed, which confirms the relevance of the research problems and the need to conduct a formative experiment within the framework of a developed polycomponent model for the formation of interethnic interaction.

After summing up the results of the control experiment, the following conclusions were made:

1. Interethnic interaction is an important part in the life of society, especially in the era of globalization, and is associated with many spheres of life: politics, economy, social relations, culture. In the current conditions for the formation of a single economic and information space, the problems of interethnic interaction and the development of ethnic identity acquire particular urgency and the importance in the field of humanities and social sciences. In the National Doctrine of Education of the Russian Federation until 2025, one of the main goals and objectives of the education system is to develop a culture of inter-ethnic relations. "Culture of interethnic interaction of students" is a part of general culture of the individual, characterized by knowledge, values, experience of mutual understanding and interaction, the ability to dialogue, recognition and respect for the right to difference. As well as the cumulative result of education and training, based on self-identification and multiculturalism, a developed system of civic values and ethical norms, communication and tolerance, a holistic worldview, the ability to dialogue and impartiality, recognition and respect for the right to difference, the ability to overcome possible adverse effects, readiness for mutual understanding and interaction.

2. Analysis of existing pedagogical practices in the formation of a culture of interethnic interaction led to the development of a multicomponent model for the formation of culture of interethnic interaction. The guiding basis of the model is the competence approach. The principles of forming culture of interethnic interaction determine the basic settings of the model.

3. Optimal forms of effective formation of culture of interethnic interaction of students: contests, ethnic festivals, national holidays, weeks of different languages, conferences. Integration of students in the multicultural community was carried out with the help of involvement of representatives of non-profit public organizations (the Russian-German community, the national cultural center of the Tatars, the Perm Regional Public Organization (SRO) "Commonwealth"), which contributed to the mastery of a culture of civil and social behavior aimed at productive inter-ethnic dialogue and interaction [9], [14], [15].

4. Pedagogical technology of formation of culture of interethnic interaction of students, is defined as designing and reproduction of the pedagogical actions directed on achievement of the purpose of formation - mastering of bases of culture of interethnic interaction and competences

(learning, civil, cognitive, intercultural, communicative, creative, habitual, continuous education); the system for realizing the content and procedural components of the pedagogical process (forms, methods, criteria and diagnostic tools).

5. Indicators of the formation of a culture of interethnic interaction of students are [16]: academic maturity characterized by the acquisition of socio-ethical knowledge; Personality maturity demonstrating the desire and readiness for inter-ethnic relations; civil maturity manifested in interest and readiness for successful inter-ethnic interaction.

6. The prospect of research in the possibility of extrapolation in educational institutions of different levels located in the polycultural areas of the Russian Federation. The findings will be relevant for teachers and students.

IV. DISCUSSION

Discussing the development of culture of interethnic interaction, researchers draw attention to the fact that the insufficient individual level of the culture of interethnic interaction of students is dangerous because of negative consequences and the manifestation of intolerance and aggression towards representatives of other peoples. The finding experiment of our study confirms this hypothesis. Scientists draw attention to the fact that the formation of culture of interethnic interaction of students is a task of state significance, stipulated in the official document on education, the main of which is the unity of the educational space on the territory of the Russian Federation, protection and development of the ethno-cultural features and traditions of the peoples of the Russian Federation in conditions of a multinational state [17].

Research conducted in this direction was associated with the formation of:

- citizenship as components of political culture;
- the national identity of students;
- culture of interethnic relations of students in the multicultural educational space of the university;
- the culture of interethnic interaction;
- interethnic and inter-confessional tolerance.

However, in our study, we consider inter-ethnic interaction as a component of safety culture. The natural character of the formation of the culture of interethnic interaction as a component of safety culture of students is recognized by us as a philosophical and pedagogical principle that guides students in preparing for safe living in a multi-ethnic community.

The educational institution has a decisive role in the formation of culture of interethnic interaction of students as a component of the culture of life safety. The more focused, theoretically and practically lesson activities will be filled with, the more the personality of the student will be formed according to the "safe type". The latter will become a pledge of both personal and public health of peoples and the world as a whole [18].

Experimental work confirmed that the lower the level of culture of interethnic interaction of students, the lower their level of tolerance and readiness for productive interethnic interaction and, as a consequence, the higher probability of participation of these students in interethnic conflicts, with adverse consequences for multinational society. The most productive forms of effective formation of culture of interethnic interaction of students is their active involvement in a multiethnic environment, as well as civic participation in local self-government on issues of interethnic politics.

V. CONCLUSION

Thus, the theoretical analysis of the problem of forming of culture of students' interethnic interaction and the experiment that has been conducted allow us to state that: there are a number of studies in this direction, but there is no practical application in the society [8]. The implementation of the national policy strategy is carried out in the same plane and is mainly reduced to the implementation of acts and events. Ethnic festivals and forums advocate for intercultural exchange, but do not offer new approaches related to understanding, tolerance and interaction. The scientific ideas put forward at the forums are not interconnected with real life, on the basis of this, the formation of culture of students' inter-ethnic interaction acquires priority significance.

Methodological conclusions will be effective in forming the unity of the Russian nation and will form the basis of recommendations for the Commission of the Presidential Council on Interethnic Relations. The results of the study can be extrapolated in educational institutions of the Russian Federation, located in multicultural areas. The findings and guidance materials will be relevant for teachers and students, for government agencies and public organizations.

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