

# The Development of the Student as a Person of Culture in the Context of Multicultural Education in Non-Language High School by Means of a Foreign Language

Irina G. Kondrateva

*Kazan (Volga region) federal university, Kazan, RUSSIA.*

Natalia Y. Madakina

*Kazan (Volga region) federal university, Kazan, RUSSIA.*

Natalia G. Sigal

*Kazan (Volga region) federal university, Kazan, RUSSIA.*

Agzam A. Valeev

*Kazan (Volga region) federal university, Kazan, RUSSIA.*

•Received 19 September 2013 •Revised 11 February 2013 •Accepted 21 April 2015

---

The article reveals the essence of the phenomenon of multiculturalism in education as the construction of the learning process on the principle of cultural pluralism, contributing to the formation of a multicultural identity through the deliberate creation of a foreign language environment, formed and developed in the subject of multicultural thinking. The study identified and systematized the main approaches to understanding the problems of multicultural education (cultural and ethno-psychological); analyzed its basic principles (humanistic, cultural conformity, multiculturalism, social and evaluative, creativity); isolated components, factors and barriers of multicultural education; defined personality human culture and success criteria for their development in a multicultural educational space of a non- language high school, as well as the criteria for selection of educational material, having based on the study of a foreign language high multicultural potential. As the results of the experimental work proposed in the study, pedagogical conditions justified the thesis of the need to develop the student as a person of culture in a multicultural education in non- language high school.

*Keywords:* educational space, multicultural education, foreign language, tolerance, communicative competence, intercultural communication, pedagogical conditions.

Correspondence: Agzam A. Valeev,  
Kazan (Volga region) federal university, 420008, Kazan, Kremlyovskaya, 18,  
RUSSIA.  
E-mail: melilek@yandex.ru  
doi: 10.29333/iejme/311

## INTRODUCTION

### Actualizing the problem

Humanization of education, the need for foreign language learning and thus the study of foreign cultures is an integral part of modern pedagogical and educational process. The rapid development of foreign policy and foreign economic and cultural links between countries requires education and training not only competitive professionals with high levels of foreign language skills, but above all, the culture of people. The implementation of this goal is impossible without a system of educational actions aimed at forming ideas about cross-cultural differences and tolerance in thinking and behavior, and about the laws of intercultural interaction.

Development and self-development of the student as a person of culture, which has multicultural thinking and the ability to participate in the dialogue of cultures in terms of humanization is one of the main objectives of education in educational institutions. The urgency of this problem is caused by socio-cultural situation in Russia, where the implementation of the concept of education rights of Russian culture and world culture is one of the most important tasks of higher education. The urgency is amplified due to the real state of the cultural development of young people. Developing person is in a difficult socio-cultural situation, as influenced by new ideas and values, a variety of cultural forms, styles and trends. In this regard, the system of education cannot be limited only by broadcast socio-cultural norms and ready scientific knowledge (Valeeva et al, 2015; Yusupova, Podgorecki & Markova, 2015). The appointment is in the upbringing of personality, the ability to navigate in a complex socio-cultural space, able to acquire its own system of cultural values, to realize its language competence (Yashina, 2014; Panfilova, Panfilov & Merzon, 2015; Ribakova, Parfilova, Karimova & Karimova, 2015).

Analysis of the formation and development of ideas about the problem under study revealed that due to the insufficient attention paid to multicultural education in universities, experts with good enough command of foreign languages are experiencing some difficulties. These difficulties are associated first of all with ignorance of norms and values inherent in the culture of another country, aborted multicultural outlook, personality qualities of behavior, characteristic of human cultures and the need to communicate effectively in an intercultural environment.

In connection with this search for ways leading to the formation of a multicultural competence, inter-ethnic, inter-state and inter-personal consent is an urgent need for a modern society, a prerequisite for the survival of mankind and of each individual.

Thus, it is important to question about the development of personal qualities of human culture such as tolerance, linguistic and communicative competence, referring to the knowledge and acceptance of human cultural diversity, peace, friendly, open and impartial attitude toward any culture and its carriers, as well as knowledge of the rules and norms of intercultural communication.

### Explore Importance of the Problem

In the course of our research work a thorough analysis of the current state of multiculturalism in education was carried out in order to find ways to provide students with a more rapid adaptation to changing conditions and to help them create based on bilingualism a more multi-faceted picture of the world.

As a result of the study there was identified and systematized the main approaches to understanding the problems of multicultural education (cultural and ethno-psychological approaches). Its basic principles (humanistic, cultural conformity, multiculturalism, social and evaluative, creativity principles) are

analyzed, as well as isolated components, factors and barriers of multicultural education; defined personality human culture and success criteria for one's development in a multicultural educational space of non-language high school, and the criteria for selection of educational material with a high multicultural educational potential. The list of questions that are at the development stage is to develop the content of educational programs and specific training and educational courses, foreign language rich multicultural content; establishing the necessary minimum of knowledge about the culture of other countries in order to carry out productive communication with speakers of other languages.

### **The educational context of a multicultural identity in non-language high school**

The notion of multicultural education includes the following:

- The process of assimilation by young people of ethnic, national (Russian) and international culture to the spiritual enrichment of planetary consciousness, development of skills and motivation to live in medium with different cultures;
- Education, contributing to the continuous progressive establishment of multicultural specialist through targeted continuous system of pedagogical influence, formed and developed in the subject of multicultural thinking, tolerant attitude, giving knowledge of the culture of their ethnic, cultural characteristics of the region, as well as the European and world culture;
- Education, contributing to the formation of human culture, capable of understanding one's own national culture and the culture of the target language, ready to accept the culture of the world's civilizations, which has a tolerant worldview and having his worldview.

The study showed that an important role in the multicultural-oriented educational process of high school there played ethno-psychological and cultural approaches. The ethno-psychological approach involves a significant problem of adaptation to changing trained sociocultural conditions, giving priority to the relationship between the native and other cultures. It is important to find a balance appeared between two (or more) cultures. In this regard, we are convinced that the study of a foreign language and culture must be based on the existing experience of the student, on his native culture as the most effective is the vision of all cultures as a whole. Also important in the construction of the educational process, filled with a multicultural content, is the work of stereotypes and prejudices, the elucidation of their function in the psychological aspect of intercultural communication (Dmitriev, 2001).

As for the cultural approach, it is based on the principle of cultural conformity - an organization of education as a process of internalization (assignment) and personal development of cultural achievements. As part of the cultural approach to multicultural education, we have seen that among the basic principles, on which to base our model of development of the student as a person of culture, is the principle of cultural conformity, involving the implementation of educational actions, taking into account the individual's cultural identity and its cultural environment and the previous experience (Krylova, 1995; Fakhruddinova, 2012). Undoubtedly, it is important to prepare students for a dialogue of cultures, carried out during their meetings with foreigners in the audience and extracurricular activities, as well as their participation in international educational programs. As part of our work, we found it necessary to acquaint students with the variety of ongoing educational programs and activities, identifying the essence of the internationalization of education and its importance for each student; purposeful acquaintance with the culture and history of the country the studied foreign language by studying

grammatical, lexical, phonetic and stylistic features; this speaks in favor of the inviolability of the unity of culture and language.

### **Status of a problem**

The essence of multiculturalism in education as an issue is disclosed in various educational researches. For example, disclosure of the concept of multicultural education and education can be found in the research of G. D. Dmitriev (2001), R. A. Valeeva and M. V. Panteleeva (2014). The researcher N.B. Krylova (1995) considered the problem of compliance with the rules of culture in education. From the point of view of linguistics the researcher G.V. Elizarova (2001) examined the aspects of intercultural communication and related specific competencies in the context of identifying the linguistic units of a given culture, and questions of the relation of verbal and other forms of communication in the interaction of cultures. Multicultural education is very versatile and has many aspects which are reflected in the work of L. L. Suprunova (2007), G. J. Dautova (2004), L. A. Gorodetskaya (2001), F. M. Kadyrova (2006), N. A. Agafonova (2006), A.Y. Belogurova (2005), M.Y. Martynova (2004), L. A. Ibragimova (2003), D. Banks (1981), D. Gollnik (1998), M. Bechtel (2003), H. Glaser (1997), etc.; we investigated the theory and practice of multicultural education and education in Russia and abroad by authors such as G. D. Dmitriev (2000), A. N. Dzhurinskiy (2004), B. L. Vulfson (2000), O. K. Gaganova (2005), R. Green (2004), J. Kelly (2000); the concept of national education is engaged by researcher S.H. Khusainov (2007), N. M. Mukhamedzhanova (2002), Z. T. Gasanov (1996); the issues of internationalization of cultural space and higher education systems, the implementation of international educational projects, researchers are discussed by O. N. Astafieva (2006), A. T. Glazunov (2006); tolerance problems are disclosed in the work of E. E. Solovtsova (2006), G.V. Bezyuleva (2006), R.A. Fahrutdinova (2014); theoretical issues of intercultural communication and its implementation in practice can be found in the works A.P. Sadokhin (2005), S. G. Ter-Minasova (2000), A. N. Utehina (2006); study of the problem of formation of ethnocultural competence can be found in the writings of T. Poshtareva (2005), F. G. Yalalov (2004); ethno-psychological aspects of modern multicultural education are designed A.Y. Belogurova (2005); a lot of new to the theory of multicultural education space are made by V. P. Borisenkov (2006), G. N. Filonov (2006), V. Gurov (2004); the concept of "dialogue of cultures" is thoroughly engaged by researchers V.S. Bibler (1990), A. M. Zinurov (2005), V. Nurgaleev (2004) and others.

### **Hypothesis**

The effectiveness of the student as a person of culture in a multicultural education in non-language high school increase significantly under the following pedagogical conditions:

- The creation of a multicultural educational environment in non-language high school that encourages the development of various aspects of the personality of the student as a man of culture and contributing to the formation of his main qualities (humanism, tolerance, sociability, intelligence, etc.);
- Systematic, gradual mastery of the students human values and moral qualities (kindness, peace, love, creativity, compassion, happiness, and others.), as well as the values of the native traditions and customs, as well as the traditions and customs of those languages that are studied at the University, their consideration in close relationship and interdependence;
- Organization of multicultural educational activities of students, aimed at overcoming all sorts of barriers to their development as human beings of culture by creating an atmosphere of creativity, implementation of complex training and

educational tasks of multicultural orientation, learning the rules requiring intercultural dialogue and interpersonal communication in general;

- Accounting the laws of bilingualism (the use of linguistic competence in the mother tongue and culture of the studied language);

- Organization of training taking into account the principles of student-centered learning; the use of real cultural values to motivate the study of culture in general; accounting linguistic and geographical knowledge of students; accounting the specificity of the future profession in the context of multilingualism.

## **MATERIALS AND METHODS**

### **The tasks of the research**

The tasks of the research are:

1. To substantiate theoretically and verify experimentally the factors and barriers that affect the development of the non-language high school student as a person of culture, as well as to determine the rating of key personal qualities effectively developing in a multicultural educational environment of the university.

2. To identify the organizational and pedagogical conditions of development of the student as a person of culture in a multicultural education in non-language high school.

3. To develop criteria for the success of the formation of the student as a person of culture; to select and justify the criteria for selecting the content of educational material having a significant multicultural educational potential.

4. To design a model of development of the student as a person of culture in a multicultural education in non- language high school and experimentally verify its effectiveness.

### **The methods of theoretical and empirical character**

To test the hypothesis there were used complementary to each other relevant methods:

- Theoretical methods - with their help there was carried out an analysis of pedagogical literature, various materials on management of educational process, studies on the subject under the research; there has been studied and summarized an innovative teaching experience in the practice of high school;

- Empirical methods – they reflected the observation, identification and registration of pedagogical experiment, interview and testing, discussions and examination, and the results of academic and extracurricular activities of students.

### **Venue research and stages of the experiment**

The place for the experiment was granted by the Institute of Language of Kazan (Volga Region) Federal University in such departments as "Ecology and Geography" and "Biology". The study consisted of three phases.

At the first stage there was the following: we formed the hypothesis; set a goal and identified research problems; developed a technique experimental work; carried out preparations for experimental work (there were selected experimental and control groups among students); determined the duration of the experiment; developed specific techniques; determined the signs by which we could judge about the changes in the experimental facility under the influence of appropriate pedagogical influences.

The second phase was devoted to the analysis of professional motivation of students learning a foreign language; it was searched for studies the possibility of

using cultural and ethno-psychological approaches; There was started the work on the creation of a model of the student as a person of culture in a multicultural education in non-language high school; there were identified the factors and barriers of multicultural education, key personal qualities that characterized a multicultural individual; there were identified pedagogical conditions of effective development of the student as a person of culture and developed success criteria of his personal qualities; there was selected training material with multicultural focus and developed a set of educational activities; there was held the preparatory work for the formative experiment.

The third stage was dedicated to the development and use of educational programs for the inspection; there was carried out analysis of pedagogical experiment to test the efficiency of the pedagogical conditions for the development of students' multicultural thinking in terms of multicultural education in non-language high school; there were specified theoretical and experimental findings; there were carried out systematization and recording of the research materials.

### **Techniques and methods of training in the context of the concept of multicultural education**

The study showed that the techniques and methods of teaching in the context of multicultural education should be grouped into several categories:

1. Technology of learning about different cultures and cultural processes. These include methods and techniques of the organization of cognitive activities, such as "the story", "talks", "lectures", "seminars", "field trips", "role playing", "lectures", "presentations", "discussions", etc. In the course of these methods and techniques there was carried out development of personal qualities of students, both linguistic and communicative competence, self-improvement and industrious work.

2. The forms, methods and techniques of cultivating the culture of interpersonal communication. These include methods and techniques like active listening in a foreign language (clarifying questions, updating problems, empathy), reflection, positive reinforcement, creating a situation of success, the method of dialogue, methods and techniques of conflict resolution (switching attention, avoidance, compromise, a compliment, a joke), organizational and business games, and others.

3. Forms to meet one's individual cultural needs. In this case, it refers to divergent educational programs for those who want to learn a foreign language and culture, the various forms of interactive and problem-search of educational technologies (Martynova, 2004; Fahrutdinova, Yarmakeev & Fakhrutdinov, 2014).

These forms, methods and techniques suggested certain criteria for selection of educational material, having significant multicultural educational potential:

- A clear socio-cultural orientation, which implies informing students about the peculiarities of another culture which are important for intercultural contact;

- The presence of the potential for the formation of moral principles, attitudes and relationship to the problems of multiculturalism, as well as the ability to elicit certain emotional responses;

- Focus on the formation of a tolerant mindset, awareness of equal value, uniqueness and relationship of crops, development of behaviors based on the provisions of multiculturalism;

- Inspirational educational impact, involving independent and proactive approach of students to solving communication and language problems, their ability to use the obtained knowledge in practice multiculturalism.

Using these methods made it possible to carry out a gradual transition from traditional mechanical methods to the heuristic ones.

## **Experimental procedure and its description**

During the study by students of the discipline "foreign language" we took into account the following: the proportion of features and information about the culture of the target language; the relationship of a foreign language with the humanities; professional aspect of learning a foreign language; the specifics of intercultural communication in the conditions of high school; learning a foreign language in terms of using its international context.

Analysis of the questionnaire data, surveys and interviews at the beginning of the experiment showed the real picture of the students' development, in particular as a person of culture that was represented by three steps:

1. Low level – the student has an insufficient level of development of personal qualities that characterize human culture; he shows little incentive to intercultural dialogue and creativity. Thus, the student is not able to adequately behave in situations of intercultural communication.

2. Medium level – the student has adequate development of personal qualities of human culture, a certain amount of theoretical knowledge about the customs, language and rules of dialogue with other cultures in everyday life communication as well as in its professional context, but is not fully able to apply this knowledge in practice due to lack of intercultural skills.

2. Medium level – the student has adequate development of personal qualities of human culture, a certain amount of theoretical knowledge about the customs, language and rules of dialogue with other cultures in everyday life and professional context, but is not fully able to apply this knowledge in practice due to lack of intercultural skills.

3. High level – the student, fully possessing multicultural qualities of personality, owning a large volume of information about different cultures, being able to apply it in real life situations, including in a professional environment, demonstrating the highest rate of development as a person of culture.

## **RESULTS**

### **The Model of development of not language high school student as a person of culture**

The study developed a model of development of the student of non-language high school as a person of culture in multicultural education. This model is based on five principles (the humanistic principle, the principle of cultural conformity, the principle of multiculturalism, social and evaluative principle and the principle of a creative orientation). These principles were determined 4 blocks: socio-cultural unit (development patterns, cultural values of the studied language and social experience), emotional and evaluative unit (formation of social and attitudinal and value-orientation of students predispositions to communication and exchange, including cross-cultural ones), behavioral unit (the active social interaction with foreigners both within the university and outside it and gaining new experiences) and motivational evaluation unit (in the process of formation of intercultural dialogue based on the knowledge and experience of one's own position).

The next structural element of the developed model is personal qualities that are typical of human culture and the development of which are strongly influenced by identified factors and barriers. Thus, the factors contributing to the development of students' language high school personality traits that characterize him as a man of culture, we include the following: high capacity multicultural teacher, as well as his installation on innovative educational and educational activities; positive attitude to

communicate with foreigners and psychological readiness for intercultural dialogue; the possibility of direct contact with representatives of other cultures; the creative approach to educating the personality of a student; the use of teaching materials, rich multicultural content; availability of foreign-language multicultural environment; vision of students of the prospects for further development of a multicultural part of their identity, the possibility of practical application of knowledge and experience of intercultural communication.

The experiment revealed barriers to the development of the student as a person of culture in not language high school, in particular, such as: lack of psychological readiness of students to intercultural dialogue; lack of sufficient motivation of students to study other cultures, the prospects for further practical application of knowledge; lack of direct contact with representatives of other cultures; insufficient knowledge of foreign languages; monocultural social environment, etc.

In order to eliminate barriers and implementation of development factors of the student as a person of culture in a multicultural education in non-language high school we identified and implemented pedagogical conditions of efficiency of the student as a person of culture which must be the central element of the developed model.

The final element is the criteria for the development of multicultural students' thinking, which allows to prove the effectiveness of the designed model, which has been proven at the stage of forming experiment. Analysis of the results suggests that based on a theoretical study the educational complex provides an opportunity to develop the student as a person of culture and can be recommended for use in non-language high schools.

## **The procedure and results of the experiment**

Carrying out the experimental work required from us the formation of two groups of students: the experimental group consisted of 60 students and the control group also included 60 students of the Kazan Federal University from the departments "Ecology and Geography" and "Biology".

Continuously during the experiment there was carried out an analysis and subsequent synthesis of the results of observations and measurements that reflected an intermediate level of development of the young man as a person of culture. This was done to achieve the relevance of the forming experiment of this study. This made it possible to make changes in the course of experimental work to determine the prospects for increasing the efficiency of development of personal qualities of each student (here we include his mental development, education, tolerance, sociability). In the course of the experimental work we checked the validity of the hypothesis of the study.

There was analyzed the experience in the development of students as persons of culture in terms of foreign language teaching in the educational process of observation, the results of learning activities of students, questioning and testing, and psychological follow-up of students and achievements of their own experience as a teacher of the foreign language. In the experimental work the observation method was also used to study the level of intercultural competence of students, and therefore it identified the following skills and abilities: the exercise of tolerance during the adoption of personal position in relation to the positions of others; readiness to accept the views and assessments of other people in terms of understanding their rights to express their opinions; the ability to negotiate with the representation of different views (the ability to coordinate positions and to reach a consensus); manifestation of tolerant behavior in a variety of difficult situations.



Summary analysis of the above-described methods has shown the possibility of significant positive results in the development of students' certain personality traits (Tables 1, 2).

**Table 1.** Indicators of growth of students' tolerance before and after the experiment (in %)

	Control group		Experimental group	
	Before	After	Before	After
<b>High level of tolerance</b>	6,8	10,3	7,7	24,8
<b>Low level of tolerance</b>	14,3	39,1	12,2	44,9
<b>Low level of intolerance</b>	63,7	44,9	64,9	25,2
<b>High level of intolerance</b>	15,2	5,7	15,2	5,1

**Table 2.** Indicators of growth students' ability to exercise multiculturalism before and after the experiment (in %)

The level of manifestation of empathy	Control group		Experimental group	
	before	after	before	after
<b>High level of poly-cultural tendencies</b>	14,1	13,6	12,4	21,5
<b>Medium level of poly-cultural tendencies</b>	25,4	34,3	25,1	51
<b>Low level of poly-cultural tendencies</b>	53,1	48,7	55,3	26,5
<b>Very low level of poly-cultural tendencies</b>	7,4	3,4	7,2	1

The experimental work related to the measurement of the growth of formation of communicative settings by V.V. Boyko (Rigorodskiy, 2001) showed that the average utilization of this method in the control group was 30, in the experimental group - 7.5, which means certain dynamics of the weak multicultural communication setting to its positive expression in the experimental group.

Thus, diagnostic results showed the following: the growth of students' multiculturalism, participating in the experiment, is much higher than in the control group. Thus, the experiment demonstrated the effectiveness of the experimental work done during the training process.

## DISCUSSIONS

The research and experiments have shown that multicultural education based on the study of foreign languages and cultural realities of the study of these languages must be focused on the development of cultural and educational values, on the interaction of different cultures in a situation of a pluralistic cultural environment, to adapt to different cultural values. Actualization of multicultural education is caused by the process of integration as well as political and economic processes in the modern world. As part of the socialization, multicultural education through the selection of the necessary knowledge, the development of linguistic competence and ensuring their implementation through training and the organization of life of students, their cultural behavior and communication.

The key ideas of the content of the phenomenon of "multicultural education" are the following: an alternative international education, meaning "integrative - pluralistic process with the main sources: Russian, national and universal" (Dzhurinskiy, 2004); "Formation of a man capable of an active and effective life in the multiethnic and multicultural environment, which has developed a sense of understanding and respect for other cultures, learning to live in peace and harmony with people of different nationalities" (Makaev et al, 1999); "Preparation for life in a multiethnic society: the formation of the concept of multiculturalism, a deeper acquaintance with the culture of the target language and education of ethno-

tolerance " (Palatkina, 2002); "Way to counter prejudice, xenophobia, ethnocentrism based on cultural differences" (Dmitriev, 2001).

Multicultural education in the Russian context is defined as the development of students' global consciousness and the formation of the readiness and ability to live in a multicultural and foreign environment. Such an understanding of multicultural education in principle coincides with the global interpretations that suggest that the content of education and training at the same time drawn from the culture of their ethnic group, the dominant nation and world culture.

## CONCLUSION

This article discusses the general psychological conditions that characterize the process of poly-cultural education in non-language high school to which we refer as follows:

1. As in the rest of multinational communities backbone goal of multicultural education in Russia can be defined as the formation of a human being, capable of effective life in the multiethnic and multicultural environment, having a heightened sense of understanding and respect for other cultures, the ability to live in peace and harmony with people of different nationalities, races and beliefs. So this goal forms the following problems of multicultural education: the development of the studied language culture; education concepts of cultural pluralism in the modern world and a positive attitude to cultural differences; creating pedagogical conditions of integration of cultures; developing behavioral skills to communicate with representatives of other cultures and ethnic groups; education in the spirit of peace and cooperation.

2. Criteria for the success of the formation of the student as a person of culture: high motivation to the knowledge of another language and culture; positive attitude to communication; steady pursuit of self-education; creativity and motivation to communicate in a foreign language; students' awareness of themselves and their culture a part of world culture.

3. Studying the features of non-language high school student as a man of culture, we have identified the following his features that distinguish him from a student in the humanities:

- The existence of a specific, logical way of thinking, characterized by interest in facts and relationships, including with regard to cultural phenomena;
- More than a clear focus on results, the practical application of knowledge;
- Understanding of the phenomenon of "culture", mainly in the context of interpersonal relationships;
- Understanding of the need for dialogue with representatives of different cultures and languages.

4. Rating of key personal qualities that characterize the student as a person of culture: humanity; tolerance; intelligence; empathy; communication skills; linguistic and communicative competence; flexibility; creativity; initiative; self-improvement; optimism; hard work; analytic thinking; reflection.

5. A non-language high school student has a high potential for the development of personal qualities of human culture and needs to be in specially organized multicultural foreign language environment for the realization of the ultimate goal of our research.

Thus, the content side of the educational unit of non-language high school student learning as a person of culture in the context of multicultural education through a foreign language reflects the following: it corresponds to the general doctrine of education in the context of multicultural education with the use of all its components and in various fields of employment on a foreign language; it demonstrates the unity of content and learning process; it focuses on the fulfillment

of the requirements related to the qualification characteristics of a specialist; it promotes compliance with the content of multicultural education formation of the student as a person of culture in the context of the main types of his career. The above is associated with such problems as:

- The need of society for people with a strong cultural multicultural awareness and knowledge of foreign languages, ready for intercultural dialogue;
- Real requirements for specialist of non-humanitarian profile in the global labor market in his professional activity (e. g. a high level of general culture and knowledge of the language, the presence of tolerance and willingness to intercultural dialogue);
- The desire of the teacher to awaken in students the need for creative self-development, motivating young people to such activities, and therefore, need a clear elaboration of multicultural technology and language education in non- language high school.

### ACKNOWLEDGMENTS

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University

### REFERENCES

- Agafonova, N. A. (2006). Features of technology of college student's multicultural education. Ethno-didactics of peoples of Russia: a research project of UNESCO. In: *Materials of IV the International Scientific-practical conference*. Nizhnekamsk University NMI, 148-150.
- Astafieva, O. N. (2006). Transnationalization of cultural space: the state and the problems of coordinating communication strategies. *Observatory of Culture*, 4, 4-10.
- Banks, J. (1981). *Multiethnic Education: Theory and Practice*. Boston.
- Bechtel, M. (2003). *Interkulturelles Lernen beim Sprachenlernen im Tandem: eine diskursanalytische Untersuchung*. Tübingen: Narr.
- Belogurova, A. Y. (2005). The idea of multi-culturalism in the educational process. *Higher education in Russia*, 3, 109-112.
- Bezyuleva, G. V. & Shelamova, G. M. (2006). Fundamentals of Education. *Educational tolerance policy*, 10, 33-38.
- Bibler, V. S. (1990). *From science studying to the logic of culture: Two philosophical introductions to the twenty-first century*. Moscow: Politizdat.
- Borisenkov, V. P., Gukalenko, O. V. & Danyluk, A. J. (2006). *Multicultural educational space of Russia: history, theory, principles of design*. Moscow: Pedagogika.
- Dautova, G. J. (2004). Multicultural benchmarks in education. *Higher education in Russia*, 9, 81-83.
- Dmitriyev, G. D. (2000). Multiculturalism as a didactic principle. *Pedagogika*, 10, 6-7.
- Dmitriyev, G. D. (2001). *Multicultural education*. Moscow: Prosveshchenije.
- Dzhurinskiy, A. N. (2004). The internationalization of higher education in the modern world. *Pedagogika*, 3, 83-92.
- Elizarova, G. V. (2001). *Formation of the students' intercultural competence in training a foreign language communication*. Doctoral dissertation. St. Petersburg.
- Fahrutdinova, R. A., Yarmakeev, I. E. & Fakhrutdinov, R. R. (2014). The formation of students' foreign language communicative competence during the learning process of the English language through interactive learning technologies (The study on the basis of Kazan Federal University). *English Language Teaching*, 7 (12), 36-46.
- Fahrutdinova, R.A. (2014). English language in the development of a tolerant person of the student in a multi-ethnic educational environment of the university (For example, Kazan Federal University). *English Language Teaching*, 7 (12), 77-84.
- Fakhrutdinova, G. Zh., (2012). Multicultural education in the schools of multicultural Tatarstan: issues and prospects. *Obrazovanie i samorazvitie*, 6(34), 113-119.
- Filonov, G. N. (2006). The theory of multicultural educational environment. *Pedagogika*, 3, 102-105.

- Gaganova, D. C. (2005). Multicultural education in the US: the theoretical foundations and the content. *Pedagogika*, 1, 86-95.
- Gasarov, Z. T. (1996). National relations and the promotion of a culture of interethnic communication. *Pedagogika*, 6, 52.
- Glazer, N. (1997). *We Are All Multiculturalists Now*. Harvard University Press.
- Glazunov, A. T., Pryanishnikova, O. D. & Apkarova, E. B. (2006). International projects in the Russian Education. *Educational Policy*, 8, 26-35.
- Gollnick, D. M. & Chinn, P. C. (1998). *Multicultural Education in a Pluralistic Society*. 5th ed. New Jersey.
- Gorodetskaya, L. A. (2001). The concept of multiculturalism in American education and its applicability to the realities of the Russian public. *Vestnik MGU*, 1, 7-17.
- Green, R. (2004). Multiculturalism as the principle of foreign languages development. *Higher education in Russia*, 6, 156-159.
- Gurov, V.N., Vulfov, B.Z. & Galyapin, V.N. (2004). *Formation of a tolerant multi-ethnic identity in the educational environment*. Moscow: Russian Pedagogical Society.
- Ibragimova, L. A. & Legostae, I. I. (2003). Multicultural education in multinational Russia. *Sotsialno gumanitarnoje znanije*, 3, 234-240.
- Kadyrova, F. M. & Agafonova, N. A. (2006). *Multicultural education. Innovation oriented course*. Kazan: Novoje znanije.
- Kelly J., Danko, R. & Korzinsky, E. (2000). Education in Canada: current status and development trends. *Pedagogika*, 1, 93-100.
- Khusainov, S.H. (2007). Personality-oriented education in the national school. *Pedagogika*, 1, 52-58.
- Krylova, N. B. (1995). *Socio-cultural context of education. The new values of education: The content of humanistic education*. Moscow: RHSF.
- Makaev, V. V., Malkova, Z. A. & Suprunova, L. L. (1999). Multicultural education - an actual problem of modern school. *Pedagogika*, 4, 3-10.
- Martynova, M. Y. (2004). Multicultural space of Russia and problems of education. *Etnograficheskoe obrazovanie*, 1, 37-51.
- Mukhamedzhanova, N. M. (2002). National-regional component of state standard of general education: cultural approach. *Education*, 6, 22-28.
- Nurgaleev, V. & Baranovskaya, L. (2004). The dialogue of cultures as a basis of modern pedagogical paradigm. *Higher education in Russia*, 12, 48-51.
- Palatkina, G. V. (2002). Multicultural education: a modern approach to education in the folk traditions. *Pedagogika*, 5, 41-45.
- Panfilova, V. M., Panfilov, A. N. & Merzon, E. E. (2015). Organizational-pedagogical conditions to form the foreign competence in students with the features of linguistic giftedness. *International Education Studies*, 8 (2), 176-185.
- Poshtareva, T. V. (2005). Formation of ethno-cultural competence. *Pedagogika*, 3, 35-42.
- Ribakova, L. A., Parfilova, G. G., Karimova, L. Sh. & Karimova, R. B. (2015). Evolution of Communicative Competence in Adolescents Growing Up in Orphanages. *International Journal of Environmental and Science Education*, 10 (4), 589-594.
- Sadokhin, A. P. (2005). *Introduction to Intercultural Communication*. Moscow: Vysshaja shkola.
- Solovtsova, E. E. (2006). Tolerance and social adaptation in adult education. *Education Policy*, 10, 20-22.
- Suprunova, L. L. (2007). Russia and China: Dialogue in Education. *Pedagogika*, 9, 98-104.
- Ter-Minasova, S. G. (2000). *Language and Intercultural Communication*. Moscow: Slovo.
- Utehina, A. N. & Khasanova, L. I. (2006). Education Youth Intercultural interaction in a multi-ethnic region. *Nauchnoje obozrenie*, 4, 114-120.
- Valeeva, R. A., Koroleva, N. E., Sakhapova, F. K. (2015). Civic education of the technical university students in foreign language classes. *Review of European Studies*, 7(1), 176-181.
- Valeeva, R. A. & Panteleeva, M. V. (2014). Formation of intercultural competence in a multicultural interaction (based on American studies). *Fundamentalnye issledovania*, 5 (4), 854-859.
- Vulfson, B. L. (2000). Problems of the "European education". *Pedagogika*, 2, 71-81.
- Yalalov, F. G. (2004). Ethno-didactical approach to designing the content of the national education. *Bulletin of higher education*, 7, 51-53.

- Yashina, O. V. (2014). On the establishment of the higher school foreign language educational space. *Obrazovanie i samorazvitie*, 1(39), 179-185.
- Yusupova, G. F., Podgorecki, J. & Markova, N. G. (2015). Educating Young People in Multicultural Educational Environment of Higher Education Institution. *International Journal of Environmental and Science Education*, 10 (4), 561-570.
- Zinurov, A. M. (2005). From the ideology of tolerance - to the dialogue of cultures. In: *East and West: Globalization and cultural identity: Materials of the International Congress dedicated to the 1000th anniversary of Kazan*. Kazan: Publishing house of Kazan University, 89-97.

