PROJECT TECHNOLOGY AS A MEANS OF MULTICULTURAL EDUCATION IN MODERN UNIVERSITY

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Abstract

The article is devoted to the problem of multicultural education in the modern university. This process is aimed at achieving mutual understanding, at developing common meanings in the process of understanding the cultural content.

The main attention is paid to the project technology as one of the innovative means of multicultural education in the modern university. Project technology is the creation in the internal plan of the forthcoming activity model, it contributes not only to the acquisition of knowledge, but also provides for individual ethno-cultural identification.

Examples of projects can be a research project to identify common and special features in the education of children in national families, relevant can be a social project dedicated to familiarizing students with the characteristics of different cultures.

An important feature of the work on the project: as a result, a product must always be created. Work on a multicultural project can be carried out collectively, and in pairs, small groups and individually. The technology of the project activity requires participants to participate actively at each stage of the work.

The resources of project technology in ensuring the dialogue of cultures implemented in the Mari State University are described. The article reveals the essential characteristics of cross-cultural competence, presents the structure of its components from the position of the dialogue of cultures.

The problems of cross-cultural competence formation in the conditions of multicultural education are marked. The main purpose of the project technology is to increase the activity and independence of students, the development of creative potential and critical thinking, the formation of their new social role of the students.

The conclusion about the effectiveness of the project-oriented approach in the continuing teacher education is made. Projects focused on multicultural education are aimed at providing equal educational opportunities to representatives of different cultures. This contributes to the internationalization of higher education, the development of cross-cultural competencies among students.

Keywords: Innovation, technology, research projects, etc.

1 INTRODUCTION

Today the problem of intercultural interaction in a multicultural society is particularly relevant due to the large-scale migration processes and the necessity of establishing intercultural dialogue between representatives of

different ethnic groups, nationalities and religions. Farnham and S. Bonner wrote that problems of intercultural relations will be solved only when it is generally recognized that human groups differ in their cultural identities, and that they have the right to preserve their distinctive features, if they wish it. This principle should be the basis of relations between states and the relations groups with different cultures within one particular society, as well as the basis of relations between individuals of different ethnic cultures (Furnham, 1986).

The development of a multicultural society as a new stage of the development of humanity, in which the cultural component of human life is gaining increasing value, determines the importance of the formation of modern multicultural educational environment. Culture has changed in all respects: it has ceased to be sectoral and utilitarian, but it has become associative and "polyphonic" (there is no one truth for all), reflecting the processes of globalization and integration (Blum, 2010).

In Russia as in a multi-ethnic state, current complex historical transformations influence the establishment of unique inter-ethnic relations. These changes reflected in the values and objectives of the national education are characterized by the need of university education to solve the problem of quality training of graduates with skills of project- transformational activities.

Therefore, the implementation of multicultural education is an important task in modern universities, because it will allow forming a person capable of dialogue of cultures on the basis of mutual understanding and respect.

The teaching staff of higher educational institutions is faced with significant difficulties in the preparation of a multicultural personality of the future specialist, as in a modern university students are representatives of different cultures, are carriers of a variety of traditions and customs. In this regard, the problem of substantiation and testing of innovative technologies of multicultural education is urgent in modern Russian universities. One of them is the project technology, characterized by a wide range of learning opportunities and providing the learning process a personality-oriented and activity-oriented character. Didactic capabilities of the project technology include its use that contributes to the formation of critical and creative thinking, the ability to work with information, education of socially active personality, capable of self-improvement.

2 FORMULATION OF THE PURPOSE OF THE ARTICLE AND TASKS

The aim of the work is to justify the use of project technology as one of the means of multicultural education in a modern university.

Tasks:

- To consider the main approaches to solving the problems of multicultural education;

- To describe the contents and capabilities of project technology in addressing the challenges of multicultural education;

- To substantiate the necessary conditions for the development of cross-cultural competences and multiculturalism of an individual.

3 RESULTS

The problems of multicultural education are reflected in the foreign works (J. Banks, C.A. Grant, T.K. Chapman, etc.) and domestic scientists (I. V. Balitskaya, I.S. Bessarabova, A.N. Dzhurinskii, L.V. Kuznetsova, M.N. Kuzmin, O.V. Khukhlaeva, and others).

Foreign researchers use the term "multicultural education". The founder of the ideas of multicultural education is J. Banks (Blum, 2010). In the concepts of multicultural education in the United States, Canada and Australia, there are general settings for upbringing and education aimed at establishing inter-ethnic and intercultural dialogue. A democratic solution to the problems of cultural, linguistic, social, and economic diversity is proclaimed. The need for such development for the cultures of ethnic minorities is highlighted. The organization of education on the basis of ideas of social justice, development of critical thinking, equal opportunities of all ethno cultural strata is proposed (Balitskaya, 2009). M. Cohen-Emerik noted that in order to solve the problem of intercultural relations, it is necessary to provide pedagogical, psychological and social assistance to students so that they were more prepared to work in the intercultural context (Gapharova, 2009).

Multicultural education has two main goals: the satisfaction of educational demands of representatives of all ethnic groups and the preparation of people for life in a multicultural society. The main result of multicultural education is the development of the cross-cultural competence.

The cross-cultural competence in this work is understood as the ability to intercultural dialogue, effective communication in a cross-cultural environment and cross-cultural literacy (Kolosovskaya, 2006).

The content of multicultural education of students includes four components: the development of the student's socio-cultural identity as a condition for understanding and entering a multicultural environment; mastering the basic concepts that determine the diversity of the world; development of emotionally positive attitude to diverse cultures; formation of skills that make up the behavioral culture of the world.

Analyzing the conditions for the implementation of ethnopedagogical factors of multicultural education: it is necessary to ensure the quality of all elements of the educational process that have something to do with the ethnosphere; cultural and educational environment should be built as part of the world, on the dialogue of cultures, in their interaction and mutual enrichment; a balance must be provided between the danger of turning schools into a variety of different denominations, special attention must be paid to the child's physical and mental health; the system of training and retraining of teaching personnel should function (Palatkina, 2003). Multiculturalism reflects the desire to take into accounts both foreign innovations and positive traditions of international and moral education in the Russian school in the content of education and the educational process (Suprunova, 2012, p. 29).

The implementation of multicultural education practices in Russia is an educational system that shapes the social and value qualities of the personality of students.

The multicultural educational platform of Mari State University is focused on the creation of a center for continuing education of a person, the development of a monitoring system for the services provided (Domracheva, 2017, p. 32).

In MarSU the School of project is organized, its mission is to preserve and to increase the intellectual potential of students. Students acquire experience in the development, presentation and implementation of their projects and such activity will ensure them further professional competence.

Among the most popular youth projects are the projects on dialogue of cultures aimed at such interaction between the bearers of different values, in which some values become the property of representatives of a different culture.

In order to train teachers for effective interaction in a multicultural society and to create tolerance on the intercultural educational platform, the MarSU has developed a number of educational modules "Multicultural Education", "Teacher's Tolerance Development", "Culture and Intercultural Interaction in the Modern World" and some others that have been tested with the target group of students, and were used in the process of professional development of university teachers and pedagogical workers of the republic [6]. During these processes, project technology was used as one of the means of multicultural education, with special resources: intellectual-personal potential, the process of formation of a multicultural educational environment, and intercultural interaction.

The importance of project technology for modern education is determined by the possibility of its integration into a holistic educational process, in the course of which future specialists master system basic knowledge and key competencies.

Project activity is a well-grounded pre-planned and conscious joint educational, cognitive and subject-practical activity of students that has a common problem, goal, agreed methods, forecasting the result and aimed at creating a multicultural personality of the future specialist.

Project activity encourages students to be able to comprehend their activities from the standpoint of the value approach; to goal-setting; to self-education and self-organization; to synthesizing, integrating and summering information from different sources; the ability to make choice and make decisions.

Organized by the teacher search and research activities of students involves not only the achievement of the result in the form of a practical output, but also the organization of achieving this result. On this basis, the participants are immersed in project-team activities, which help to absorb knowledge effectively.

The project technology, being a technology of developmental teaching, allows the teacher to form pedagogical situations, in the discussion of which multicultural competence of the students could be formed. Using project technology in solving problems of multicultural education allows to improve the quality of knowledge in disciplines aimed at the formation of cross-cultural competences, provides the formation of research and communication skills, the ability to work in a team.

In the process of creating a project, the teacher offers group forms of work, during which students acquire communicative skills, ability to work in a team, they learn how to coordinate their actions with the actions of

others. Each participant of joint activity develops the respect for the opinion of the members of the project team and readiness to accept the viewpoint of the other.

In practical classes, students acquire experience to work in the team, master the skills of forecasting, master the algorithms for the development of various types of projects, learn to assess project risks and find ways to minimize or compensate them. Students, who have mastered the skills of designing, successfully pass the pedagogical practice in educational institutions; expand the knowledge necessary for the preparation of graduate diploma projects.

An important feature of the work on the project: as a result, a product must always be created. Work on a multicultural project can be carried out collectively, and in pairs, small groups and individually. The technology of the project activity requires participants to participate actively at each stage of the work.

The teacher, organizing work on projects, directs the activity of participants in the project activity, i.e. support their independent work as a tutor, using: motivation, consultation, conversation, observation. The main requirements for the project: the problem of the project should be socially significant; a detailed plan should be submitted in the draft; the type of product and presentation form should be defined; search for information - independent research work of students; the product must be the result of the project; the result is a portfolio of the project - all the collected working materials (reports, plans, analysis, research results).

Mastering the project technology requires an integral comprehensive study of the conceptual foundations of the project activity with subsequent practice. The project activity provides a qualitative change in the professional activity of a modern teacher by transforming the practice-reproducing activity of a specialist teacher (a translator of knowledge and skills) into the practice-transforming activity of a professional teacher (the organizer of educational development processes) (Smirnova, 2012, p. 227).

The most popular types of projects are: research, creative, information, social projects.

The research project is distinguished by the justification of relevance, purpose, hypothesis, tasks and methods of research. The product of the project is the results of the research, recommendations for changing / improving the indicators studied. Research projects are similar in their structure to scientific research, for example, a project to identify common and special traits in the upbringing of children in national families, a project to identify the humanistic potential of the folk epic, a project dedicated to the origins of modern culture, can become relevant.

Creative projects are subject to the genre of creative activity (journalism, scriptwriting and directing, music, art and literary creativity.) The results can be a script of a film about cultures of different peoples, an art photo exhibition, a mass celebration.

The basis of information projects is the collection of information, providing it to a wide range of participants, analysis and synthesis of the facts. Such projects can be part of creative or research projects.

The goal of a social project is an innovation that promotes positive changes, the creation of a material or spiritual value that has social significance. Students are able not only to develop, but also realize projects to help vulnerable groups of the population: children of refugees, disable and elderly people.

The realization of project technology in multicultural education makes it possible to apply the acquired knowledge in cognitive, practical, social activities, to form intercultural competence, promoting productive interaction with representatives of other cultures; fosters a positive attitude towards cultural differences; develops tolerance, humane interethnic communication.

The analysis of the results of a study on the viability of project technology in multicultural education showed that the level of mastering the skills of the project activity was 82%. The results of the introduction of project technology in multicultural education showed that the majority of the participants (67%) had only general ideas about the project before its introduction, 23% had no clear idea of the project, and only 10% had been engaged in project activity earlier.

Future specialists of the psychological and pedagogical direction of training note the role of project technology in the formation of their professionally significant qualities. 50% believe that project activity allows you to learn to correlate the goal and results, 20% of students say that it broadens the mind, 30% of students noted that work on a multicultural project allows you to develop professional knowledge about the resources of a multi-ethnic and multicultural educational environment, means, methods and the forms of multicultural education and upbringing of children.

48% of the respondents believe that the project technology should be considered as a technology for the development of multicultural education in a modern university (the interaction of the student and the teacher,

students among themselves when creating projects in a small group), and 33% - as a technology to develop the student's motivation for learning activities.

74% of students believe that they have acquired such a skill as the ability to plan and 19% - experience in the team work. 32% of students have mastered cross-cultural competences at above-average level, 60% - at the average level.

Students note that they have mastered such professional competences as social competencies (formation of the ability to cooperate, readiness for concerted actions); value competence (reasonable assessment of their abilities and capabilities); Information competences (with the help of information technologies they are able to search, analyze and select the necessary information).

Having mastered the project activity, students have the opportunity to participate in project competitions, offering their initiatives in the form of projects.

 The use of project technology in the professional training of specialists in psychological and pedagogical direction allows students to master such skills in working out a project in practice: teamwork, concise and expressive presentation of their thoughts and ideas, expansion of the worldview, ability to plan, etc .; to organize creative interaction of students both with each other, and with teachers; to teach to see objects in unusual functions and connections, to make non-standard decisions; to see the zone of the nearest professional development of students; help them to rise to a higher level of training, education, development, social and professional maturity.

So, the use of project technology in multicultural education contributes to mastering the skills of self-organization; the ability to set real goals, plan activities in a multicultural educational environment; development of skills of group work, mastering techniques of discussion.

The use of project technology in the implementation of the tasks of multicultural education has confirmed its viability in the modern university.

CONCLUSION

Thus, the implementation of multicultural education in a modern university should be carried out on principles and universal values, it is necessary to use the best educational practices, technologies of teaching and interaction.

The project activity, built on the basis of cooperation, group work of students, is one of the effective technologies of multicultural education in a modern university. The use of project technology ensures the development of communicative and research skills, opens up opportunities for interethnic communication, allows to be engaged in various types of communicative activity, promotes the development of professionally significant personal qualities.

As a result of the research, it was revealed that the use of project technology in the professional training of students allows them to develop professional knowledge about the resources of a multi-ethnic and multicultural educational environment, means, methods and forms of multicultural education of children. Projects help to master such skills and abilities as teamwork, ability to plan; skills of organizing creative interaction; the ability to make non-standard decisions; predict the further development pathway.

The organization of creative educational activities using project technology leads, on the one hand, to the development of the creative abilities of students, on the other hand it has a positive impact on the development of cross-cultural competences, the improvement of the educational process. Project activity harmonizes all areas of the university, provides a synergy of educational practices and individual teachers

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