

# Multicultural education in the conditions of globalization

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**Abstract.** The paper presents some directions for improving education in view of the problems and challenges of contemporary globalization. The essential functional characteristics of multicultural education are substantiated. The individual approaches to an integral multicultural educational space of Russia are revealed

## 1. The first thesis. Education and globalization

The world is rapidly changing technologically, socially and culturally. Today's education does not correspond to the objective requirements of the present stage of social development.

In the conditions of globalization a number of difficulties that are associated with the fact that modern globalization combines both positive and negative aspects stands on the way to solve educational problems.

Undoubtedly, globalization has a significant positive potential and it could help to overcome poverty, reduce inequalities between people, strengthen cross-cultural, economic, educational and other contacts. Of course, there are some positive manifestations of globalization. But unfortunately, in today's reality its negative consequences move to the forefront, what was said in the UN Development Program report earlier. "Though globalization strengthens interdependence, the world is becoming more and more split: rich people are on one side, poor are on the other side, all-powerful are on one side, weak are on the other side, those who welcome a new era of global economy are on one side, those who demand to go another way are on other side» (Rapport mondial sur le developpement humain 2002. New York, 2002). In more than ten years that have passed since this statement and on which the intensification of the processes of globalization, on the one hand, and the wave of acute crisis, the validity of the above estimates fully confirmed on the other hand.

It is obvious that the main obstacle on the way of disclosure of the positive potential of globalization are the hegemonic aspirations of the United States and Western ruling circles who try to defend the "unipolar world", to unify models of a civilization and capitalism, education and culture on the sample. S.A. Tanguiane, Corresponding Member of the Russian Academy of Education note: "The desires of Anglo-Saxon capitalist civilization, to make the country and the people belonging to other civilizations (*we would like to note*

*that oftentimes older – Olga Gukalenko*), to recognize socio-political and cultural norms and standards alien to them as universal, complicate and aggravate situation".

**Main problems and tendencies of globalization directly mention also education, namely:**

### 1.1. The inequality and access to education amplifies

Modern globalization means social regress and growth of an inequality for the majority of the countries. 98% of the illiterate population of Earth is fallen on developing countries where tens of millions of children aren't captured even by elementary school. The inequality in education and social sphere causes intensity in society and fraught with political shocks.

### 1.2. Education commercialization accrues

Globalization tries to extend the market relations to education sphere, suggests to consider education as commercial service, education sphere as an education market. At the same time the essence of education is perverted, the fact that education can't be considered as the field of economy.

### 1.3. There is an imposing of alien models and system of values

Neoliberal globalization introduces also a certain system of values on which the main criterion of all that happens in society, is the mass culture and the commodity-money relations. It is a dangerous tendency which can lead to illegal assimilation of national education systems, to its unification on West criteria.

### 1.4. Globalization, migration and education

The concept of "a melting boiler" and the theory of multiculturalism have failed. Most of migrants and

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immigrants of developing countries, getting to America and Europe, try to get citizenship and quicker access to social privileges, but they don't seek to be dissolved in the integrated culture at all and try to obtain preservation of the ethnic identity in every possible way. Many natives of Asia, Africa badly adapt to sociocultural standards of the countries to where they come. It causes the conflicts, including, conflicts on a religious soil.

Globalization consequences for education still should be estimated. But today it is important to create system of the measures directed to disclosure of positive aspects of globalization and minimizing its negative consequences on nationwide and on international levels.

It is important to understand how we can use globalization for the benefit and progress of all mankind, and how we can improve cultural development and educations relying on the best international traditions and samples?

It is absolutely clear that Russia is interested in preservation of strengths of national system of Russian education in the conditions of the accruing globalization. Scientists and practitioners are faced by a task to develop new model of education which would reflect historical, cultural and pedagogical traditions of the country, and also would consider features and challenges of a modern civilization. Separate components of such model are put in multicultural education.

## **2. The second thesis. Essence and meanings of multicultural education**

In the conditions of globalization questions of multicultural education not only have kept the priority, but also have gained new lines and shades. Values and meanings of multicultural education are determined by action of a number of globalization processes: integration, differentiation and regionalization in development of the states, societies, the people, the nations and the certain person.

Cultural identity is a qualitative characteristic of the personality which confirms its ability to live and to function successfully in the multicultural milieu, to respect and accept cultural distinctions on condition of their humanistic contents.

Works of many Russian and foreign scientists are devoted to disclosure of features of the categories "polylevel of culture", "multicultural education": E. V. Bondarevskaya, V. P. Borisenkov, B. L. Vulfson, Yu. S. Davydov, A. Ya. Danilyuk, A. N. Dzhurinsky, Z. A. Malkova, N. D. Nikandrov, L. L. Suprunova, M. G. Taychinov, R. Lyusiyer, S. Chayklina, etc. In works of scientists essential and substantial characteristics of software and practice of its realization are revealed.

In the conditions of globalization the multicultural education is urged to resist to its negative effects on youth, to form at students idea of culture variety in the world and the state; to impart the positive relation to cultural distinctions; to develop skills of productive interaction with carriers of other cultures.

The new vector of pedagogical researches of multicultural education problems in the conditions of

globalization assumes, at first, its studying in the context of modern multicultural society; secondly, identification of multicultural education essence as factor and means of positive development of globalization; thirdly, justification of multicultural education as methodological principle of formation of the Russian civil and patriotic identity in the conditions of the multicultural world.

The multicultural education, its legal bases are urged to lean on legislative base, to find reflection in standards of education, in the National doctrine of education in the Russian Federation for the period till 2025. At the same time, problems of multicultural education are insufficiently reflected in normative documents and not absolutely accurately expressed in educational policy of the country.

## **3. The third thesis. New problems of multicultural education**

The multinationality and polyethnicity of Russia bring in design of content of multicultural education in the conditions of globalization a number of objective difficulties. They are caused, at first, by language, cultural and mental heterogeneity of society; secondly, by the problem of ensuring formation harmonious developed, multiculturally oriented personality as the member of unified educational and sociocultural space; thirdly, by need of implementation of these purposes on a bilingual, multicultural and bicultural basis.

**In this situation the multicultural education is faced with new tasks:**

### **3.1. The first: Education of the multiculturally oriented personality**

In the conditions of the multicultural world of person is at a boundary of cultures and in front of him there are problems of preservations of the cultural identity and adaptation in the multicultural environment.

Multiculturally oriented personality is the personality having civil ethno-cultural consciousness, ways of creative self-organization and self-realization in the multicultural world. Key competences have to be inherent in it, namely: common cultural competences: knowledge of bases and regularities of development of the multicultural world, ability to be guided in cultural diversity of the world; the competences concerning life in multicultural society: ability to the organization of cross-cultural interaction; the competences connected with the organization and management of productive communication in the conditions of the multicultural environment: ability is effective to solve communicative problems; existence of abilities to intercultural communication in professional, sociocultural and public work.

For the purpose of education of the multiculturally oriented personality of the practice of multicultural education demands introduction of innovative methods, forms and technologies of training and education.

Multicultural education assumes restoration of ethno-cultural and ethno-social functions of school.

### **3.2. The second: Formation of civil and patriotic identity of a person**

Stability and integrity of Russia, its social and economic progress are directly connected with the statement of identity of the Russian state and civil and patriotic identity of the Russian citizens. Multicultural education is urged to assist in the solution of these tasks to familiarizing of the studying youth with hi-tech work, with tops of domestic and world cultures, to form at children and youth the identity corresponding to historical traditions and also to modern realities. Regardless of racial, ethnic, confessional origin, all citizens of the country have to realize themselves as a representatives of the great Russian nation.

### **3.3. The third: Development of cross-cultural communications**

Multicultural education is directed to preservation of variety of the Russian society, bears in itself the potential of protection of ethnic and national communities. It promotes formation at Russians of feeling of a community through development of cross-cultural communications, interregional exchanges, interaction of ethnic communities, various cultural and subcultural groups. The development of cross-cultural communications, skills of cross-cultural interaction with representatives of various cultures forms in the personality such qualities as tolerance, empathy, ability to respect and accept other point of view. Cross-cultural communications promote integration of territorial and economic, educational and national and cultural communities into the unified Russian nation.

### **3.4. The fourth: An important issue of multicultural education in the solution of problems of migrants**

The amplified migration, big flow of migrants including to Russia causes the whole complex of social and economic, cultural and educational problems. Confirmation to that the escalated conflicts in the West connected with problems of migration and migrants. In these conditions there is a need for development of new branch of pedagogical knowledge – pedagogy of the work with children migrants based on the principles of multicultural education.

Its formation will promote development of social and educational complexes of support and the help to the children having problems of development and adaptation in connection with the compelled migration, to creation for work with them of adaptive educational and educational and correctional programs, and also technologies of vocational training of the multiculturally oriented teacher.

General education and professional schools have to consider features of behavior of migrants in the foreign

culture environment and to help students and young people to learn to understand and comprehend a variety of modern multicultural reality, to teach them to solve problems and the conflicts of cross-cultural interaction by dialogue and cooperation.

### **3.5. The fifth: Formation of complete multicultural educational space**

Educational and cultural problems which are connected with globalization can't be solved only by pedagogical means, integration of education and culture, interrelation of education and all subjects of a sociocultural environment are important here. In this regard important function is carried out by the multicultural educational space including a set of subcultures as which carries the most different social groups act: representatives of various races and ethnicities, men and women, different generations of people, city and villagers.

The multicultural educational space possesses a number of the characteristics creating prerequisites for its consideration as the effective environment of formation of the Russian civil and patriotic identity of youth. It promotes realization of equal opportunities for the people and nationalities which are a part of the multinational state, allows to solve problems of cooperation and partnership in education and cultures.

To go to achievement of the above-stated purposes and tasks it is necessary to give through education to polylevel of culture the status of one of the major didactic principles among with such as scientific character, systemacity, communication of training with life, etc.

## **4. The fourth thesis. Principles of multicultural education**

Formation and development of multicultural education is urged to rely on the **principles** from which we will distinguish - *cultural conformity, polylevel of culture and polylingualism, integration and cultural integrity, availability and openness, cross-cultural dialogue.*

### **4.1. Principle of a cultural conformity.**

The cultural conformity of education means that education corresponds to a various palette of culture, promotes cultural identification of children, promotes disclosure of personal culture of each child, establishment of interaction of national cultures on the basis of dialogue. The principle of a cultural conformity defines the general approaches and demands which the culture makes as conditions of the organization of education.

### **4.2. Principle of polycultural education and polylingualism.**

The principle of polycultural education reflects requirements to ensuring purposeful socialization trained

at the cognitive, valuable and motivational and activity and behavioral levels. The special part at the same time is assigned to Russian and languages of the people of the Russian Federation.

#### **4.3. The principle of polycultural education defines criteria of content of education.**

Reflection in a training material of humanistic ideas of freedom and a non-violence, the characteristic of unique ethnic, national original lines in cultures of the people of Russia and the world, disclosure in cultures of the Russian people of the general traditions allowing to live in the world, consent, tolerance, harmony.

#### **4.4. Principle of integration and cultural integrity.**

Integrative function of culture and education is directed not to dissolution of cultural distinctions, but to association of people both within one culture, and beyond its limits.

Integration has to happen at preservation of variety and richness of the Russian society. The unity in variety assumes formation of universal cultural abilities and abilities on the basis of the content of multicultural education and the cultural integrity the practices including in the direction of creation of textbooks and manuals. We think that in this regard many modern Russian textbooks leave much to be desired as they don't answer criteria of polylevel of culture, at the level of the common and specific educational goals, at the level of texts, tasks and kinds of activity.

#### **4.5. Principle of availability and openness.**

Multicultural education assumes creation of contents and processes of training and education on a dialogue basis, a combination of federal and regional components, development of the state Russian and languages of the republics. Design of content of multicultural education is urged to reflect approaches: all-Russian, ethnocultural, regional and civilization. The principle of availability provides openness in other cultures, continuity of historical and cultural tradition, cross-cultural cooperation.

#### **4.6. Principle of cross-cultural dialogue.**

In present conditions development in the identity of the communicative skills providing its professional and personal mobility in the conditions of multicultural society becomes the priority direction. This principle assists formation of sensitivity to cultural distinctions, development of tolerance to unusual behavior, flexibility in adoption of alternative decisions during cross-cultural dialogue.

### **5. The fifth thesis. Multicultural education and vocational training of the modern teacher.**

In the conditions of modern sociocultural reality it is necessary to provide an appropriate level of professional competence of teachers, their readiness to realize the principle of polylevel of culture through contents and forms of teaching and educational work with children and youth. However the solution of problems of preparation of multiculturally oriented pedagogues is accompanied by overcoming of a number of contradictions, such as: first, a contradiction between an urgent need in special training of the multiculturally oriented teachers and lack of the relevant provisions and recommendations in standards of pedagogical education; secondly mass character of the phenomenon of migration and unavailability of an education system to provide their high-quality training and education in the context of the principle of polylevel of culture; thirdly, multicultural education is a social and pedagogical reality which for the present hasn't found due consideration from the state, an education system and social institutes. In a present situation need for reforming of pedagogical education in the direction of training of the multiculturally oriented teachers has ripened.

### **Conclusion**

In the development of a modern civilization the special importance is gained by the multicultural education reflecting interrelation of education and culture in formation of the personality, society and state. Questions of multicultural education are actual both for the whole world and for the Russian Federation today.

But, unfortunately, in Russia today, though the concept of multicultural education is accepted, but it doesn't work. There is no complete concept and strategy of a development of education with a support on an ethnocultural component and the principle of polylevel of culture. The minimum requirements to contents of training programs in objects of an ethnocultural cycle aren't developed, there are a lot of unresolved questions concerning licensing and accreditation of national educational institutions, in the new professional standard there is no list of the competences reflecting multicultural literacy of future teachers.

At the same time, it is obvious that the future is in the multicultural education, and first of all, it resists to negative aspects of globalization and puts in the forefront need of development of new model of the multicultural education urged to provide constructive development and interaction of cultures on the principles of dialogue, consensus and stability.

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