



**Cultural Pluralism in the Educational Environment of Higher School by Training
History Teachers**

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ABSTRACT

The features of the socio-cultural deformation and loss of human identity in modern society, caused by actively developing technologizing processes and continuous growth in consumption are shown in the modern economy. In these circumstances the formation of a harmoniously developed personality with the cultural-historical outlook that fits into the image of a multicultural person is of particular relevance.

Federal government standard of higher education in the direction of bachelors training "Teacher education" establishes ideas of multiculturalism in a whole series of graduate competences: the ability to work in a team, to perceive social, cultural and personal differences tolerantly; the ability to identify and shape the cultural needs of different social groups.

A special role in the process of formation of tolerant perception of social and cultural differences, respect for the historical heritage and cultural characteristics of the peoples is entrusted to the teacher of history. Multicultural focus of teacher training make such personal qualities as cultural pluralism.

Formation of the personality of the future teacher in the conditions of anthropological turn in historical studies provides for its educational field study not only the events, phenomena and processes of the past, but also the mentality, the culture category of individuals and peoples, that contributes to the multicultural perception of history.

Keywords: cultural pluralism, multiculturalism, tolerance, the educational environment, regional studies, historical museum, education.



1. INTRODUCTION

In modern society lines of sociocultural deformation and loss of identity of the person are shown that is caused by actively developing technological processes, and the continuous growth of consumption in modern economy. In these conditions special relevance is acquired by process of formation of harmoniously developed personality possessing a cultural and historical outlook and fitting into an image of the multicultural person. (Zinger ,2004).

The federal state educational standard of the higher education in the direction of training of bachelors "Pedagogical education" fixes in a number of competences of the graduate the idea of multiculturalism: ability to work in team, to perceive social, cultural and personal distinctions tolerantly (All- professional competences-5); ability to reveal and form cultural needs of various social groups (Professional competences -13)" (Federal state educational standard in the direction of preparation 44.03.01 Pedagogical education, of December 4, 2015 No. 1426).

The special role in the course of formation of tolerant perception of social and cultural distinctions, respect for historical heritage and cultural features (differences) of the people is allocated for the teacher of history. It in turn sets for higher education institution a task of training of the multicultural teacher of history in the conditions of the specific educational environment(Matis,2004).

The object of study – the process of formation of the multicultural competence of higher school studentsl, students in the direction of training "Teacher Education" (profile History).

The subject of research – pedagogical conditions of efficiency of formation of multicultural competence of university students enrolled in the direction of training "Teacher Education".(Khakunova ,2011).

2. METHODS

Universal historical traditions that permeate the cultural stratum of any nation are family traditions associated with significant dates and holidays. In the historical research to identify "universal historical traditions" the foundations of a multicultural world view are revealed. Ample opportunities for such research work gives the local history



museum activities.

The following methods of scientific research are used: theoretical (theoretical analysis, literature analysis, classification); empirical (observation, conversation).

3. RESULTS AND DISCUSSION

The multicultural orientation of training of the teacher is made by such qualities of the personality as cultural pluralism, i.e. perception of cultures of various people and eras, formation of culture of international interaction and communication, ethnotolerance.

Formation of the future history teacher's personality, in the conditions of an anthropological turn in historical science, provides for the presence in his educational field of studying not only the events, phenomena and processes of the past, but also the mentality, the category of culture of individuals and peoples, which in turn favors the multicultural perception of history.

Consequently, the fundamental factor in the multicultural component of the future teacher's preparation is the educational process, which creates conditions for quality training, regulates the relationship of a person with other people, including another ethnic culture. In the process of world history studying, especially taking into account its cultural components, there is a unique opportunity for students to accumulate knowledge in the field of multifaceted interaction of cultures and ethnos in different historical epochs and mastering of the educational process organizing skills in a multicultural environment.

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In the pedagogy of high school the preparation of a teacher who knows the skills of multicultural education becomes urgent, that is reflected in the scientific studies of N. D. Singer, F.P. Hakunova, A.M. Hupsarokova, I.V. Maslova, I.E. Krapotkina, N.V. Pospelova, V.I. Matis [Maslova et al, 2016)]. Relevance of the problem is also confirmed by dissertational studies defended in the scientific fields of cultural pluralism and multiculturalism (Guryanova,2008).



The multicultural orientation of training of the teacher is made by such qualities of the personality as cultural pluralism, i.e. perception of cultures of various people and eras, formation of culture of international interaction and communication, ethnotolerance. Formation of the future history teacher's personality, in the conditions of an anthropological turn in historical science, provides for the presence in his educational field of studying not only the events, phenomena and processes of the past, but also the mentality, the category of culture of individuals and peoples, which in turn favors the multicultural perception of history.

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The purpose of the work is identification and theoretical bases of pedagogical conditions of efficiency of formation of cultural pluralism of university students enrolled in the direction of training "Teacher Education" (profile History).

Particular attention is drawn to the formation of semantic concepts related to multiculturalism in the Concept of a new teaching and methodological complex in the National History. The implementation of the concept is designed to improve the quality of school history education, is aimed at fostering citizenship and patriotism, the formation of a unified cultural and historical space of the Russian Federation.

The concept of a new educational and methodological complex on the National History includes the Historical and Cultural Standard, in which the concepts of "cultural space", "world picture", "cultural interaction of civilizations", "intercultural ties and communications" come to the fore.

In the educational field of the future history teacher's subject training, the concepts "historical image", "historical perception", "historical memory" should be included. At the same time, under the "image" one can understand the categories of space (the image



of the Russian province), the images of time (the image of pagan Rus). Historical perception may contain, on the one hand, familiar images of historical characters (Peter I, Stalin), but on the other, the "image of the other" (enemy, heterodox, neighbor). With such a presentation of historical material, it is especially important that the concept of "historical memory" always acts as the image of the thought of a particular group, of collective integrity.

Reconstructing and interpreting such images, we actualize and newly live through the experience, which being reflected, influences our vision of the world. The study of the images of historical reality, the social experience of individuals and communities, can become the key moment to understanding of the large-scale sociocultural changes, particularly in the context of multiculturalism.

All aforesaid allows to design a set of competences which the teacher of history in the conditions of multicultural education :

- has to own basic knowledge on subject domain "History", ideas of regularities of development of human society, in social, economic, political, scientific and cultural spheres;
- has to be capable to perceive history through a prism of historical images, views, historical memory;
- has to build search engines of search, analysis, comparison and an assessment of information on events and the phenomena of the past and the present which is contained in various sources; defines and reasons his attitude to historical information;
- has to be capable to project process of training of history according to the educational program, to plan studies on stories taking into account specifics of subjects and sections of the program and according to the requirement of FSES(Federal State Educational Statement);
- has to be capable to project an individual educational route on subject domain "History", according to educational requirements, individual abilities and the operating FGOS;
- has to own culture of international interaction and communication, technologies of multicultural education.



As the main condition of formation of the multicultural personality the subject - the subject relations act therefore one of the central places in methods of multicultural education occupies dialogue. Dialogue as a way of communication of cultures is universal reception of cultural development and education.

Dialogue as a training method, can be realized by means of discussion. Difference of the called receptions consists in degree of remoteness of positions of participants. In the course of discussion participants supplement each other, when holding a discussion act with the opposite points of view.

It is possible to allocate the following forms of discussion:

- "a round table" – a conversation in which members of small of school students groups act as equal participants;
- "a meeting of expert group" (usually four – six pupils with in advance appointed chairman) at which in the beginning all participants of group discuss the planned problem, and then they state the positions to "audience"; at the same time each participant of expert group makes the short message;
- "forum" – discussion during which the group exchanges opinions with educational audience;
- "symposium" – at first participants make the messages representing their points of view then answer the questions asked them;
- "consultation" – the analysis of the considered problem from various role positions of participants of discussion.

The educational discussion can act in the form of bilateral and group dialogue.

By training teachers of history it is expedient to use the following forms of a discussion:

- "A historical debate" – the discussion constructed on the basis of in advance prepared performances of participants – the representatives of two opposing, competing teams. A Historical debates can be held on subjects: "Ivan the Terrible: creator or destroyer?"; "Great geographical discoveries: meeting of two cultures. Cultural synthesis or destruction of cultural traditions of Indians?";
- "Court session" – the discussion imitating hearing of the case about the specific historic figure or tradition. For example, "Trial of Decembrists".



- "The cross discussion" – is applied if on the discussed question or the historical document emergence of opposite judgments "well – badly" is possible, "it is possible – it is impossible". This form of work helps students to avoid unambiguous interpretation of events and acts of historical figures, and with another – to learn to respect other opinions. For example, the following problem " Have Bolsheviks departed from the foreign policy doctrine in the twenties of the 20th century?" can be a subject for a cross discussion . At the same time students are offered to fill in the table, having adduced in it arguments in favor of opinion "yes" and "no".

When forming multicultural positions of the student also research work on history which at her correct statement not only helps to form valuable reference points, the ideas, installations, to support traditions, but also comparison of enthonational traditions and cultures is the field for the multicultural analysis.

Local history work and museum activity gives ample opportunities for carrying out similar researches. The principle of the organization of study "from close, clear – in history depth", from local history – to national and general allows to make training available and interesting. Regional and local history components of courses of history help students to make a complete picture of life of the region, to establish connection of the generations living in it.

In the conditions of the multinational, polycultural society existing in Russia, special value has studying of history of the people inhabiting the country, their cultural interaction among themselves and with the people of neighboring states. Historical study of local lore aren't limited to history, historical and cultural, natural and geographical, social and economic, civil aspects interact here that allows to put and solve a wide range of tasks in education, development and socialization of students in this connection, an important role is played by selection of actually historical material. In our opinion in local history courses, plots of political history shouldn't prevail, it is necessary to focus attention on the characteristic of the habitat and living conditions of people during various chronological periods, features of economy, economy and the social organization of society, ethical standards, customs and traditions.

4. SUMMARY



Universal historical traditions which penetrate cultural layer of any ethnos are: household, family, connected with some events – significant dates and holidays in human life. At creation of a historical research on identification of "universal historical traditions", in our opinion, bases of multicultural outlook are formed.

The favorable educational environment on the balanced combination of local history researches, design technologies and methods of museum pedagogics is formed in the course of realization of museum and cultural and educational practice for students of Yelabuga institute of KFU studying in the direction of training of bachelors "Pedagogical education" (the History profile, social science).

One of tasks which the student has to do following the results of educational practice, assumes development, realization and protection of the local history project on History. Depending on a type of practice (museum or cultural and educational) the project can be realized on the basis of the historical museums of Yelabuga institute of KFU, or as a cultural and educational action in students' audience.

For example, following the results of museum practice students defended projects on the following subjects: "A grandmother's chest", "The history of the card", "Old man buffer and furniture of last years", "Tea drinking history in Russia", "The Russian artists about our region". Use of museum objects, a fragment of a museum exposition or an exhibition was an indispensable condition of the project.

Cultural and educational practice provided group design activity on the basis of a research of the cultural, historical past and modern events of the hometown, the republic, the country. For example, the subject "Collectivization in the USSR" studied by students in the course of "History of Russia, XX century", in the project was sounded as follows – "The ways collectivization in my city".

At the same time the students of the foreign states studying at our higher educational institutions defended projects on history of their own cities and countries.

Use of local history historical material, appeal to art and culture of the native land when determining subjects of projects and their development, promote development of emotional responsiveness, tolerance, formation of feeling of civil pride and responsibility, give the chance to the student "to join" history.

5. CONCLUSION



Thus, increase in efficiency of formation of cultural pluralism of students of higher education institution, in the direction of preparation "Pedagogical education" (a profile history) is possible by means of creation of the special educational environment which is based on the principles of cultural pluralism.

For this purpose it is necessary to pay attention to contents of training programs and training materials on History, including problems of images research of the past, images of historical memory. To study historical material through a prism of macro- and microhistory, historical anthropology and history of mentalities.

In the course of formation of a multicultural personality a subject - the subject relations are of particular importance therefore as one of the main methods of training it is necessary to allocate the dialogue realized by means of discussion.

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