

BUNIN YELETS STATE UNIVERSITY

WORKING PROGRAM OF THE DISCIPLINE **OPS.E.04 MULTICULTURAL EDUCATIONAL ENVIRONMENT**

Training area: 38.03.02 Management

Orientation (profile): Organization management and logistics

Qualification (degree): Bachelor's degree

Form of study: full-time

Institute of Economics, Management and Service Technologies

Department of Economics and Management named after N. G. Nechaev

	full-time form	full- shape	time correspondence
Course	1		
Semester/ trimester	1,2		
1,2Lectures and	8		
Laboratory classes			
Practical (seminar) classes	18		
Including practical training Form			
(s) of intermediate certification	Credit		
Control			
Other forms of work			
Independent work	46		

Total hours: 72

Labor intensity: 2 credit units.

Developer of the work program: *κCandidate of Pedagogical Sciences, Associate Professor I. G. Almazova*

I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

The purpose of studying the discipline: is to develop students' universal competence, which provides them with the ability to perceive and correctly analyze the cross-cultural diversity of society in socio-historical, ethical and philosophical contexts.

Objectives of studying the discipline:

- formation of a holistic view of the modern multi-cultural and educational environment;
- formation and development of knowledge: about the peculiarities of behavior and motivation of people of different social and cultural origins in the process of interaction with them; national, ethno-cultural and confessional characteristics and folk traditions of the population; basic concepts of interaction of people in the organization, features of dyadic interaction;
- formation and development of skills: to present professional information competently and easily in the process of cross-cultural interaction; to observe ethical norms and human rights; skills to create a non-discriminatory interaction environment when performing professional tasks.

Place of the discipline in the structure of the OPOP: it is implemented within the framework of an hour, formed by participants in educational relations, in the block: FTD. Elective courses.

Planned results of training in the discipline:

Code of competence	Indicators of achievement of competence	Planned results of training in the discipline
UC-5 Is able to perceive the cross-cultural diversity of society in socio-historical, ethical and philosophical contexts	Know: <ul style="list-style-type: none"> – cultural characteristics and traditions of various social groups and ways to study them; historical heritage and socio-cultural traditions of various social groups; – stages of historical development of Russia (including major events, major events, etc.). historical figures) in the context of world history and cultural traditions of the world (depending on the environment and tasks of education), including world religions, philosophical and ethical teachings. 	Knows: <ul style="list-style-type: none"> - general characteristics of a modern multicultural educational environment; - основы fundamentals of the analysis of socio-cultural differences between social groups, socio-cultural traditions of the world, basic philosophical, religious and ethical teachings.
	Be able to: <ul style="list-style-type: none"> – interact with people in a tolerant and constructive manner, taking into account their socio-cultural characteristics, in order to successfully complete professional tasks and strengthen social integration. 	Can do: <ul style="list-style-type: none"> - tolerantly and constructively interacting with people, taking into account their socio-cultural characteristics, in order to successfully complete professional tasks and social integration
	, Possess:	Owns:

	– skills of respect for the historical heritage and socio-cultural traditions of various social groups.	- skillstodemonstrate уважительное- spect отношения for the historical heritage and socio-cultural traditions of various social groups.
--	---	--

II. CONTENT AND SCOPE OF THE DISCIPLINE
with an indication of the number of hours allocated for students ' contact work
with a teacher (by type of training sessions) and for independent work

Full-time education

n /	a Name of sections and	topics Total	Classroom classes			Sam. rab.
			LC	PZ	LB	
1.	Topic 1. " Multicultural education and современна modernmulticulturalная воспитательнеeducational environmenta. Characteristics of basic concepts. Educational space, multicultural educational space. The role ofthe professionalscommunity in multicultural education and upbringing"	9	2			7
2.	Topic 2. "MMulticultural diversity of society in socio-historical, ethical and philosophical contexts. Specifics of cross-cultural relations in multicultural education. Features of communication with mixed ethnic and cultural groups"	9	2			7
3.	Topic 3. "Modern educational technologies for the formation of educational space in a multicultural environment. Professional self-determination of the individual in the context of multicultural education".	9	2			7
4.	Topic 4. "Peculiarities of	9	2			7

	cultural traditions of Russia; region of residence. Components of multicultural competence of a professional's multicultural competence. Готовность Professional readiness to develop a respectful attitude to the historical heritage and socio-cultural traditions of various social groups"					
5.	<i>Credit</i>					
6.	<i>Total for 1 semester</i>	36	8			28
7.	Topic 1. " Multicultural education and современна modern multiculturalная воспитательная educational environmenta. Characteristics of basic concepts. Educational space, multicultural educational space. The role of professional development in multicultural education and upbringing"	8		4		4
8.	Topic 2. "Multicultural diversity of society in socio-historical, ethical and philosophical contexts. Specifics of cross-cultural relations in multicultural education. Features of communication with mixed ethnic and cultural groups"	10		6		4
9.	Topic 3. "Modern educational technologies for the formation of educational space in a multicultural environment. Professional self-determination of the individual in the context of multicultural education".	8		4		4
10.	Topic 4. "Peculiarities of	10		4		6

	cultural traditions of Russia; region of residence. Components of multicultural competence of a professional's multicultural competence. Professional readiness to develop a respectful attitude to the historical heritage and socio-cultural traditions of various social groups"					
11.	<i>Credit</i>					
12.	<i>Total for 2 years semester</i>	36		18		18
13.	Including practical training					
	TOTAL:	72	8	18		46

Full-time and part-time education

Not implemented

Part-time education

Not implemented

III. EVALUATION MATERIALS FOR THE CURRENT AND FUTURE EVALUATION OF THE PROJECT.

INTERMEDIATE CERTIFICATION OF STUDENTS IN THE DISCIPLINE

Current certification is conducted in the form of a test paper(in the traditional or test form), an abstract.

Standard version of the control work

In the traditional form:

1. List the basic concepts of multicultural education.
2. Identify the role of a professional in multicultural education and upbringing.
3. List the specifics of communicating with mixed ethnic and cultural groups.
4. List the components of a professional's multicultural competence. Determine the level of your own readiness as a professional to work in a multicultural educational environment.
5. Explain the thesis: "Professional self-determination of students in multicultural education".

In the test form:

1. The main characteristics of multicultural education and upbringing include:

- a) preservation and development of ethnic cultures, including their values in the practice of education and training;
- b) expanding international cooperation and strengthening the struggle of ethnic and racial minorities for their rights in multiethnic communities;
- c) development of the cultural treasures of their own people by the younger generation and fostering respect for the cultural values of other nationalities;
- d) focus on the formation of knowledge about the cultural characteristics and traditions of various social groups and ways of studying them;
- e) all answers are correct.

2. Multicultural education is based on the formation of basic competencies:

- a) social competence: the ability to take responsibility, participate in group decision-making, tolerance, the ability to resolve conflicts nonviolently, and participate in the development of democratic foundations of life;
- b) communicative competence related to the mastery of oral and written communication, which is particularly important for work and social life;
- c) information competence associated with increasing informatization of society, knowledge of information technologies, mass media and advertising;
- d) educational competence, the ability to learn throughout life as a basis for lifelong learning in the context of both personal professional and social life;
- e) all answers are correct.

3. Multiculturalism is:

- a) one of the alternative responses to the challenge of globalization regarding the fate of national cultures;
- b) practical tolerance, competence in the cultural and other heritage of people living nearby;
- c) a phenomenon focused on the desire to protect the cultural diversity of different social groups;
- d) understanding the world as an open system, the main mechanism of existence and development of which is the interaction between cultures, as well as the individual and the environment;
- e) all answers are correct.

4. The theoretical and methodological foundations of multicultural education are justified in the works of Russian scientists (select the answer where the group of scientists developing the mentioned foundations is indicated):

- a) D. M. Bondarenko, E. B. Demintseva, V.G.. Zakirova, I. V. Sledznevsky;
- b) P. P. Blonskyogo, A. S. Makarenko, L. N. Tolstoy, K. D. Ushinsky;
- c) A.V. Abrosimova, Sh. A. Amonashvili, V. I. Zhuravleva, T. S. Komarovoj;
- d) there are no correct answers.
- e) all answers are correct.

5. Specify the main stages of development of Russian culture:

- a) Old Russian culture: the era of monumental historicism (IX-early XII centuries);

b) culture of Russia during the formation and strengthening of the unified state (XIV-early XVI centuries);

c) culture of modern Russia (XXI century);

d) there are no correct answers.

e) all answers are correct.

6. Enter an incorrect answer: education is...

a) the way a person enters the world of science and culture;

b) the innate ability of the individual;

c) the process of transferring accumulated knowledge and cultural values;

d) the result of training;

e) all answers are incorrect.

7. What aspect can be identified as the most important for the characterization of the concept of "profession":

a) type of activity, system of labor functions;

b) a socially recognized, legally fixed employment position;

c) a group of related specialties;

d) professional training system, corporate identity;

e) all answers are correct.

8. Establish a correspondence between the groups of pedagogical goals of multi-cultural education and their content:

<i>Groups of pedagogical goals</i>	<i>Content of groups of pedagogical goals</i>
1. Pluralism.	a) Support for equal rights to education and upbringing.
2. Equality.	b) Education in the spirit of national political, economic, and spiritual values.
3. Merge.	c) Respect and preservation of cultural diversity.

9. Which of the following categories is not a specific feature of the profession?

a) creative;

b) humanistic;

c) collective;

d) public;

e) there is no correct answer.

10. The essence of humanization of the educational process is ...

a) providing freedom for self-development;

b) humanizing relationships.

c) taking into account the specific characteristics and level of development of students;

d) accounting for students' abilities;

e) there is no correct answer.

11. The unity of the educational space of the Russian Federation is ensured by:

a) federal state educational standards;

b) federal state requirements;

- c) federal state educational standards and federal state requirements;
- d) professional standards;
- e) there is no correct answer.

12. Federal state educational standards and federal state requirements provide for:

- a) unity of the educational space of the Russian Federation; continuity of basic educational programs; state guarantees of the quality of education;
- b) unity of the educational space of the Russian Federation; continuity of the main educational programs; variability of the content of educational programs;
- c) unity of the educational space of the Russian Federation; continuity of the main educational programs; variability of the content of educational programs; state guarantees of the level and quality of education;
- d) there are no correct answers.
- e) all answers are correct.

13. A highly qualified professional in a multicultural educational environment should (rank the requirements):

- a) know about the diversity and dynamics of cultures, their essence and correlation;
- b) understand the peculiarities of multicultural educational space;
- c) взаимопонимания cultural understanding;
- d) владеть possess diverse waysами of thinking relatedми to culture;
- e) understand cultural differences and peculiarities of the formation of a psychosocial identification.

14. Multicultural competence of a teacher is:

- a) balance between national and cultural identification;
- b) knowledge base in the field of different cultures, as well as features of their interaction;
- c) the desire to create a humane nation;
- d) learning strategies and methods that are best suited for a multicultural environment.
- e) the process формирования of forming the personality of students.

15. Formulate by analogy (continue the list) the tasks facing a multicultural professional:

- a) understand and accept the multicultural identities of students;
- b) study the national and cultural atmosphere in the team in order to determine the level of tolerance of national and cultural differences;
- c) create an atmosphere of tolerance, acceptance, respect and approval cultural differences in the team;
- d)
- e)

Approximate topics of research papers

1. The history and essence of multicultural education and upbringing in the United States.

2. History and essence of multicultural education and upbringing in the UK.
3. History and essence of multicultural education and upbringing in Russia.
4. The role and significance of the regional component in multicultural education in Russia.
5. Modern multicultural educational environment. Its role and significance in the education of students.
6. Роль пThe role of professionals in multicultural education of students.
7. Features of perception of crossro-cultural diversity of society in socio-historical, ethical and philosophical contexts.
8. Forms and methods of educating students in a multicultural environment.
9. Foreign experience in creating a multicultural space in an educational organization.
10. Professional self-determination of the individual in the context of multicultural education.
11. Features of cultural traditions of the region of residence.
12. The essence of psychological and pedagogical support of a person in a multicultural environment.
13. Psychological and pedagogicaloe support for risk prevention in the process of implementing a multilingual model of multicultural education: inthe educational traditions of Christian peoples.
14. Psychological and pedagogical support for risk prevention in the process of implementing a multilingual model of multicultural education: inthe educational traditions of Muslims.
15. Psychological and pedagogical support for risk prevention in the process of implementing a multilingual model of multicultural education: inthe educational traditions of Buddhist peoples.
16. Psychological and pedagogical support for risk prevention in the process of implementing a multilingual model of multicultural education: inthe educational traditions of Judaists.
17. Technologies of formation of students ' civic identity in the conditions of a multilingual model of multicultural education: creative association as a factor of personality education and formation of its civic identity (the example of a creative association of a student's choice).
18. Technologies of formation of students ' civic identity in the conditions of a multi-lingual model of multicultural education: game as a factor of personality education and formation of its civic identity (an example of games of a student's choice).
19. Technologies of forming students ' civil identity in the conditions of a multilingual model of multicultural education: the role of the personality of an outstanding countryman as a factor in educating the individual and forming its civil identity (an example of the personality of a fellow countryman at the student's choice).
20. Technologies of forming students ' civic identity in the conditions of a multilingual model of multicultural education: the role of art as a factor in educating the individual and forming its civic identity (an example of the personality of a fellow countryman at the student's choice).

Intermediate certification of students is carried out in the form of tests (in the traditional or test form) using the following assessment materials: list of questions for the test.

**Insurveys to be taken into account
(1, 2 semesters of full -time study)**

1. Multicultural education and upbringing. Characteristics of basic concepts: multicultural education, multicultural upbringing, educational space, multicultural educational space.
2. The role of professionals in multicultural education and upbringing.
3. History and essence of multicultural education and upbringing abroad.
4. History and essence of multicultural education and upbringing in Russia.
5. Psychology of intercultural relations in multicultural education.
6. Multicultural diversity of society in socio-historical, ethical and philosophical contexts.
7. The concept of intercultural relations.
8. Psychological features of ethnic cultures.
9. Recognizes and takes into account the diversity of cultures in the process of cross-cultural interaction.
10. On the prevalence of behavior and motivation of people of different social and cultural backgrounds in the process of interaction with them. Native, ethno-cultural and confessional characteristics and folk traditions of the population.
11. New concepts of interaction of people in the organization, features of dyadic interaction. Barriers to communication with mixed ethnic and cultural groups.
12. Cross-cultural diversity of society in socio-historical, ethical and philosophical contexts.
13. Modern educational technologies for the formation of educational space in a multicultural environment.
14. Use of professional information in the process of cross-cultural interaction. With respect to ethical norms and human rights.
15. Analyze features of social interaction, taking into account national, ethno-cultural, and confessional characteristics.
16. Modern educational technologies for the formation of educational space in a multicultural environment.
17. Features of creating a non-discriminatory interaction environment when performing professional tasks.
18. Features of cultural traditions of Russia.
19. Features of cultural traditions of the region of residence.
20. Professional readiness to develop a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups.

IV. LIST OF LITERATURE REQUIRED FOR MASTERING

DISCIPLINES

4.1. Basic literature

1. Drozd K. V. Aktual'nye voprosy pedagogiki i obrazovaniya : uchebnik i praktikum dlya vuzov [Actual issues of pedagogy and education: textbook and practice for universities]. - Moscow: Yurayt Publishing House, 2024. - 265 p. - Text: electronic // Educational platform Yurayt [website]. - URL: <https://urait.ru/bcode/539661> (accessed: 18.04.2024.0).).

2. Multicultural education in a multinational society: textbook and practice for universities / A. N. Dzhurinsky. - Moscow: Yurayt Publishing House, 2024. - 257 p. - Text: electronic // Educational platform Yurayt [website]. - URL: <https://urait.ru/bcode/536365> (accessed on April 24, 4.20244).

3. Obrazovanie v polikul'turnom obshchestve [Education in a multicultural society]. N. A. Berkovich; Russian State Pedagogical University named after A. I. Herzen. St. Petersburg: A. I. Herzen Russian State Pedagogical University (RSPU), 2021. - 344 p. - Available by subscription. - URL: <https://biblioclub.ru/index.php?page=book&id=691535> (accessed on April 24, 4.20244).

4.2. Additional literature

1. Aron I. S. Pedagogika : uchebnoe posobie [Pedagogy: a textbook]. - Yoshkar-Ola: PSTU, 2018. - 144 p.: table., schemes. - Bibliogr. in the book. - ISBN 978-5-8158-2015-9; The same [Electronic resource]. - URL: (accessed: 18.04.2024.0).).

2. Zhou., S. Polyethnic educational environment of the university as a factor of intercultural adaptation of students / S. Zhou // Psychology of education in multicultural space. – 2023. – № 2(62). – Pp. 107-119. - DOI 10.24888 / 2073-8439-2023-62-2-107-119. - EDN MGWPPF (accessed: 18.04.2024.0).

V.. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" REQUIRED FOR MASTERING THE discipline

№ Item No	. Link to the information resource	Name of the development in electronic form	Availability
1.	https://infourok.ru/Инфоурок	: educational Internet project of Russia. Includes: lesson notes, presentations, tests, video tutorials, and other materials on school curriculum subjects.	Free access
2.	http://edu.ru/	Russian Education: Federal Portal. Includes links to portals and websites of educational institutions; state educational standards; regulatory documents; a catalog of excursions and training programs.	Free access

3.	http:// window. edu. ru /	The information system "Single Window of access to educational resources" provides free access to the catalog of educational Internet resources and a full-text electronic educational and methodological library for general and professional education	Free access
4.	https://www.gumer.info/Библиотека	Gumer: provides free access to 5,000 books and articles humanities	Free Access
5.	http://fcior.edu.ru/Федеральный The	Center for Information and Educational Resources (FCIOR) provides access to electronic educational resources and services for all levels and stages of education.	Free access

VI. MODERN PROFESSIONAL DATABASES AND INFORMATION AND REFERENCE SYSTEMS

1.	http://www.biblioclub.ru	Electronic library system (EBS) University Library Online	Registration via any university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet.
2.	www.garant.ru	Legal information portal	Free access
3.	www.elibrary.ru	Russian information portal in the field of science, technology, medicine and education	Free access
4.	www.consultant.ru	Russian Computer Reference and Legal system	Free access
5.	https://data.gov.ru/	Open Data Portal Of the Russian Federation	Free access
6.	http://fgosvo.ru/	Portal of Federal State educational Standards of Higher education	Free access
7.	https://fgos.ru/	Federal State educational standards (for all levels of education)	Free access

VII. LICENSED AND FREELY DISTRIBUTED SOFTWARE

When implementing an academic discipline, the following licensed and freely distributed software is used:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice, etc..

VIII. EQUIPMENT AND TECHNICAL MEANS OF TRAINING REQUIRED FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE, НЕОБХОДИМЫЕ ДЛЯ ОСУЩЕСТВЛЕНИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО ДИСЦИПЛИНЕ

Training sessions are held in classrooms equipped with specialized furniture, including stationary or portable teaching equipment (projector, screen, computer / laptop).

Independent work is carried out in classrooms equipped with computer equipment with the ability to connect to the Internet and provide access to the electronic information and educational environment of the university.