

# BUNIN YELETS STATE UNIVERSITY

Director of the Institute of Culture, History and Law / *Kapacheva I.A.* /



## **THE WORK PROGRAMME OF THE DISCIPLINE** **OPS.E.04 Multicultural educational environment**

**Direction of training:** *44.03.01 Pedagogical Education*

**Programme:** *Fine Arts*

**Qualification (degree):** *bachelor*

**Mode of study:** *full-time*

**Institute of Culture, History and Law**

**Department:** *Pedagogy and educational technologies*

	<b>full-time form</b>	<b>full-time and part-time form</b>	<b>part-time form</b>
<b>Study course</b>	<b>1</b>		
<b>Term</b>	<b>1, 2</b>		

<b>Lectures</b>	<b>8</b>		
<b>Laboratory work</b>			
<b>Seminars (practical work)</b>	<b>18</b>		
<b>Including practical training</b>			
<b>Form of control</b>	<b>Credit test</b>		
<b>Control</b>			
<b>Other forms of work</b>			
<b>Independent work</b>	<b>46</b>		

**Total number of academic hours:** **72**

**Labor intensity:** **2 credits**

*Developer of the work programme:*

*Candidate of Pedagogical Sciences, Associate Professor I.G. Almazova*

## I. ORGANIZATIONAL AND METHODOLOGICAL SECTION

**The purpose of studying the discipline:** the development of universal competencies in students that ensure the effective solution of scientific, pedagogical and professional tasks in future professional activities.

**Objectives of studying the discipline:**

- formation of a holistic understanding of the modern multicultural educational environment;
- formation and development of the ability to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts.

**The place of the discipline in the structure of the basic professional educational program:** it is implemented within the framework of the variable part (the part formed by the participants of educational relations) of block OPS. Optional subjects.

**Planned learning outcomes for the discipline:**

Competence code	Indicators of competence achievement	Planned learning outcomes for the discipline
UC-5	<p><b>To know:</b></p> <ul style="list-style-type: none"> <li>- cultural characteristics and traditions of various social groups and ways of studying them; historical heritage and socio-cultural traditions of various social groups;</li> <li>- stages of historical development of Russia (including main events, main historical figures) in the context of world history and cultural traditions of the world (depending on the environment and objectives of education), including world religions, philosophical and ethical teachings.</li> </ul>	<p><b>Knows:</b></p> <ul style="list-style-type: none"> <li>- general characteristics of the modern multicultural educational environment; cultural features and traditions of various social groups;</li> <li>- stages of domestic historical development and cultural traditions of Russia; region of residence.</li> </ul>
	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>- tolerantly and constructively interact with people, taking into account their socio-cultural characteristics in order to successfully complete professional tasks and strengthen social integration.</li> </ul>	<p><b>Is able to:</b></p> <ul style="list-style-type: none"> <li>- depending on the situation, national and regional characteristics, tolerantly and constructively interact with people, taking into account their socio-cultural characteristics, in order to successfully complete professional tasks.</li> </ul>
	<p><b>To possess:</b></p> <ul style="list-style-type: none"> <li>- skills of respectful attitude to the historical heritage and socio-cultural traditions of various social groups.</li> </ul>	<p><b>Possesses:</b></p> <ul style="list-style-type: none"> <li>- skills of respectful attitude towards the historical heritage and socio-cultural traditions of various social groups.</li> </ul>

## II. CONTENT AND SCOPE OF THE DISCIPLINE

indicating the number of hours allocated for contact work of students with the teacher  
(by type of class) and for independent work

### Full-time education

№	Name of sections and topics	Total	Classroom lessons			Ind. work.
			Lec.	Sem. (pract.)	Lab.	
	<b>Section 1. Multicultural education and modern multicultural educational environment.</b>	<b>18</b>	<b>4</b>			<b>14</b>
1.	<b>Topic 1.</b> Characteristics of basic concepts. Educational space, multicultural educational space. The role of a professional in multicultural education and upbringing.	9	2			7
2.	<b>Topic 2.</b> Intercultural diversity of society in socio-historical, ethical and philosophical contexts. Specificity of intercultural relations in multicultural education. Peculiarities of communication with a mixed ethnocultural composition.	9	2			7
	<b>Section 2. Technological aspect of formation of educational space in a multicultural environment.</b>	<b>18</b>	<b>4</b>			<b>14</b>
3.	<b>Topic 3.</b> Modern educational technologies for the formation of educational space in a multicultural environment. Professional self-determination of an individual in the conditions of multicultural education.	9	2			7
4.	<b>Topic 4.</b> Features of cultural traditions of Russia; region of residence. Components of multicultural competence of a professional. Readiness of a professional to form a re-	9	2			7

	spectful attitude to the historical heritage and socio-cultural traditions of various social groups.					
	<i>Credit test</i>					
	<i>Total for 1 term</i>	36	8			28
	<b>Section 1. Multicultural education and modern multicultural educational environment.</b>	<b>18</b>		<b>9</b>		<b>9</b>
5.	<b>Topic 1.</b> Characteristics of basic concepts. Educational space, multicultural educational space. The role of a professional in multicultural education and upbringing.	8		4		4
6.	<b>Topic 2.</b> Intercultural diversity of society in socio-historical, ethical and philosophical contexts. Specificity of intercultural relations in multicultural education. Peculiarities of communication with a mixed ethnocultural composition.	10		5		5
	<b>Section 2. Technological aspect of formation of educational space in a multicultural environment.</b>	<b>18</b>		<b>9</b>		<b>9</b>
7.	<b>Topic 3.</b> Modern educational technologies for the formation of educational space in a multicultural environment. Professional self-determination of an individual in the conditions of multicultural education.	9		5		4
8.	<b>Topic 4.</b> Features of cultural traditions of Russia; region of residence. Components of multicultural competence of a professional. Readiness of a professional to form a respectful attitude to the historical heritage and socio-cultural traditions of various social groups.	9		4		5

	<i>Credit test</i>					
	<i>Total for 2 term</i>	36		18		18
	<b>Total number of academic hours:</b>	72	8	18		46

### **Full-time and part-time education (not implemented)**

#### **Part-time education (not implemented)**

### **III. EVALUATION MATERIALS FOR CONDUCTING CURRENT AND INTER-IM CERTIFICATION OF STUDENTS IN THE DISCIPLINE**

Current certification is carried out in the form of a test, abstracts.

#### **Standard version of the test (in traditional form)**

1. List the basic concepts of multicultural education.
2. Define the role of a professional in multicultural education and upbringing.
3. List the features of communication with a mixed ethnocultural composition.
4. Determine your level of readiness as a professional to work in a multicultural educational environment.
5. Explain the thesis: «Professional self-determination of students in the context of multicultural education».

#### **Standard version of the test**

##### **1. The main characteristics of multicultural education and upbringing are usually considered to be:**

- a) preservation and development of ethnic cultures, inclusion of their values in the practice of upbringing and training;
- b) expansion of international cooperation, strengthening the struggle of ethnic and racial minorities for their rights in communities with a multi-ethnic composition;
- c) development by the younger generation of the cultural treasures of their own people and fostering a respectful attitude towards 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 accept responsibility, participate in group decision-making, tolerance, the ability to resolve conflicts non-violently, participate in the development of democratic foundations of life;
- b) communicative competence, related to mastery of oral and written communication, which are especially important for work and social life;

- c) information competence, associated with the increasing informatization of society, mastery of information technology, mass media and advertising;
- d) educational competence, the ability to learn throughout life as the basis for continuous 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 on the issue of the fate of national cultures;
- b) practical tolerance, competence in the cultural and other heritage of people living nearby;
- c) a phenomenon oriented towards the desire to protect the cultural diversity of various 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 substantiated in the works of Russian scientists (select the answer that indicates the group of scientists developing the aforementioned foundations):**

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

**5. Indicate the main stages in the development of Russian culture:**

- a) Old Russian culture: the era of monumental historicism (9th - early 12th centuries);
- b) the culture of Rus' during the formation and strengthening of the unified state (14th - early 16th centuries);
- c) the culture of modern Russia (21st century);
- d) there are no correct answers;
- e) all answers are correct.

**6. Indicate the incorrect answer: education is...**

- a) a way for a person to enter the world of science and culture;
- b) an innate ability of an individual;
- c) the process of transferring accumulated knowledge and cultural values;
- d) the result of learning;
- e) all answers are incorrect.

**7. Which aspect can be singled out as the most important for characterizing the concept of "profession":**

- a) a type of activity, a system of labor functions;
- b) a socially recognized, legally fixed labor position;
- c) a group of related specialties;
- d) a system of professional training, corporatism;
- e) all answers are correct.

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

Groups of pedagogical goals	Contents of groups of pedagogical goals
1. Pluralism.	a) Support of equal rights to education and upbringing.
2. Equality.	б) Education in the spirit of national political, economic, spiritual values.
3. Unification.	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) no correct answer.

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

- a) providing freedom for self-development;
- b) humanization of relationships;
- c) taking into account the specific characteristics and level of development of students;
- d) taking into account the abilities of students;
- e) 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) no correct answer.

**12. Federal state educational standards and federal state requirements ensure:**

- a) the unity of the educational space of the Russian Federation; continuity of the main educational programs; state guarantees of the quality of education;
- b) the unity of the educational space of the Russian Federation; continuity of the main educational programs; variability of the content of educational programs;

c) the 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) 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 relationship;

b) understand the features of a multicultural educational space;

c) mutual understanding of cultures;

d) have a variety of ways of thinking associated with culture;

e) understand cultural differences and the peculiarities of the formation of psycho-social identification.

**14. Multicultural competence of a teacher is:**

a) a balance between national and cultural identification;

b) a wealth of knowledge in the field of various cultures, as well as the peculiarities of their interaction;

c) the desire to create a humane nation;

d) the strategy and methods of teaching most suitable for a multicultural educational environment;

e) the process 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-cultural atmosphere in the team with the aim of determining the level of tolerance of national-cultural differences;

c) create an atmosphere of tolerance, acceptance, respect and affirmation of cultural differences in the team.

### **Sample topics for abstracts**

1. History and essence of multicultural education and upbringing in the USA.

2. History and essence of multicultural education and upbringing in Great Britain.

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. The role of a professional in the multicultural education of students.

7. The main approaches to the prevention of prejudice in modern science and the possibilities of their use in the educational process.
8. Forms and methods of education of students in a multicultural environment.
9. Foreign experience of creating a multicultural space in the context of an educational organization.
10. Professional self-determination of an 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 an individual in a multicultural environment.
13. Psychological and pedagogical support for risk prevention in the process of implementing a multilingual model of multicultural education: educational traditions of Christian peoples.
14. Psychological and pedagogical support for risk prevention in the process of implementing a multilingual model of multicultural education: educational traditions of Muslims.
15. Psychological and pedagogical support for risk prevention in the process of implementing a multilingual model of multicultural education: educational traditions of peoples professing Buddhism.
16. Psychological and pedagogical support for risk prevention in the process of implementing a multilingual model of multicultural education: educational traditions of Jews.
17. Technologies for developing students' civic identity in the context of a multilingual model of multicultural education: creative association as a factor in educating the individual and forming their civic identity (an example of a creative association chosen by the student).
18. Technologies for developing students' civic identity in the context of a multilingual model of multicultural education: play as a factor in educating the individual and forming their civic identity (an example of games chosen by the student).
19. Technologies for developing students' civic identity in the context of a multilingual model of multicultural education: the role of an outstanding fellow countryman's personality as a factor in educating the individual and forming their civic identity (an example of a fellow countryman's personality chosen by the student).
20. Technologies for developing students' civic identity in the context of a multilingual model of multicultural education: the role of art as a factor in educating the individual and forming their civic identity (an example of a fellow countryman's personality chosen by the student).

Interim assessment of students is carried out in the form of a credit test using the following assessment materials: list of questions for a credit test.

**List of questions for the credit test  
(1 term, Full-time education)**

1. Multicultural education and upbringing. Characteristics of basic concepts: multicultural education, multicultural upbringing, educational space, multicultural educational space.
2. The role of a professional in multicultural education and upbringing.
3. History, 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. Barriers to communication with a mixed ethnocultural composition.
7. The concept of intercultural relations.
8. Psychological characteristics of ethnic cultures.
9. Barriers to communication.
10. The main approaches to the prevention of prejudice in modern science and the possibility of their use in the educational process.
11. Barriers to communication with a mixed ethnocultural composition.
12. Intercultural 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. Professional self-determination of students in the context of multicultural education.
15. Modern educational technologies for the formation of educational space in a multicultural environment.
16. Professional self-determination of students in the context of multicultural education.
17. Features of cultural traditions of Russia.
18. Features of cultural traditions of the region of residence.
19. Components of multicultural competence of a professional.
20. Readiness of a professional to form a respectful attitude towards the historical heritage and socio-cultural traditions of various social groups.

In the 2 term, credit test is given based on the results of classes in student public creative associations.

#### **IV. LIST OF REFERENCES REQUIRED FOR MASTERING THE DISCIPLINE**

##### **4.1. Main literature**

1. Education in a Multicultural Society / ed. E. V. Piskunova; responsible compiler N. A. Berkovich; Herzen State Pedagogical University of Russia. – Saint Petersburg: Herzen State Pedagogical University of Russia (RSPU), 2021. – 344 p.: ill. – Access mode: by subscription. Text: electronic // Lan: electronic library system. – URL: <https://biblioclub.ru/index.php?page=book&id=691535> (date of access: 04 April 2025).

##### **4.2. Additional literature**

1. Kyazimov, K. G. Formation and development of an innovative educational environment of professional educational organizations / K. G. Kyazimov. - Moscow: Direct-Media, 2023. - 240 p.: ill., table. - Access mode: by subscription. Text: electronic // Lan: electronic library system. – URL: <https://biblioclub.ru/index.php?page=book&id=701120> (date of access: 04 April 2025).

## V. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK «INTERNET» REQUIRED FOR MASTERING THE DISCIPLINE

№	Link to information resource	Name of the development in electronic form	Availability
1.	<a href="http://edu.ru/">http://edu.ru/</a>	<b>Russian Education: Federal Portal.</b> Includes links to portals and websites of educational institutions; state educational standards; regulatory documents; catalog of excursions and educational programs.	Free access

## VI. MODERN PROFESSIONAL DATABASES AND INFORMATION REFERENCE SYSTEMS

1.	<a href="http://www.biblioclub.ru">http://www.biblioclub.ru</a>	Electronic library system (ELS) University library online	Registration via the university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet.
2.	<a href="https://e.lanbook.com/">https://e.lanbook.com/</a>	Electronic library system (ELS) Lan	Registration via the university computer. In the future, unlimited individual access is provided from any point where there is access to the Internet.
3.	<a href="http://www.elibrary.ru">www.elibrary.ru</a>	Russian information portal in the field of science, technology, medicine and education	Free access

## VII. LICENSED AND FREELY DISTRIBUTABLE SOFTWARE

The following licensed and freely distributed software is used in the implementation of the academic discipline:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice and others.

## **VIII. EQUIPMENT AND TECHNICAL TEACHING AIDS REQUIRED FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE**

Classes are held in classrooms equipped with specialized furniture, including stationary or portable technical teaching aids (projector, screen, computer/laptop).

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