Formation of Student's Ethno-Cultural Competence in Colleges: Informational Security Aspects

Oksana I. Kolomok and Anatoly S. Krapivensky

Volgograd Branch of Moscow University of Finance and Law, Volgograd, Russia

Abstract: The problems of ethno-cultural relations in the college's student diversity and qualified pedagogical influence as a base of formation of student's ethno-cultural competence are described in the article. The authors consider these problems through the prism of ensuring of informational security in the educational process. The formation of student's ethno-cultural competence in colleges is analyzed by the authors as a intermediate stage of the similar formational technology in the high school (model of continuing education). The results of sociological studies in 2 colleges of Volgograd region (Russian Federation) are used in the given article. In the conclusion he authors give the practical recommendations for improving the effectiveness of the aforecited formational process.

Key words: Ethno-cultural competence · College · Student diversity · Informational security · Continuing
          education

INTRODUCTION

As a part of common cultural competence, which we can describe as "level of education, sufficient for self-educational activity and ability to make independent decisions of emerging cognitive problems and determine own position" [1, p. 62], ethno-cultural competence means that individual, having it, exude as an active carrier of experience in the sphere of ethno-cultures and interethnic interaction.

Ethno-cultural competence involves the acceptance of ethnic and cultural differences, understanding and respect for others, their beliefs and values, willingness and ability to live in a multi-ethnic society.

The process of formation of ethno-cultural competence is directly related to the formation of ethnic tolerance as an instrument for achieving inter-ethnic understanding and interaction engine.

The goal of the given research is in development of an integrated technology of ethno-cultural competence of college's students formation.

The conclusions of this research may be also successfully used by different kinds of educational organizations in the relevant field.

MATERIALS AND METHODS

The materials of 2 sociological studies made by the Volgograd branch of Moscow University of Finance and Law are used in the given research:

- "Research of ascertaining stage" (September, 2011). On this stage we investigated the level of ethno-cultural competence, existed before forming stage of the experiment on the students of 2 colleges of Volgograd region (College of Moscow University of Finance and Law and agricultural College of Novaya Anna), conducted by us in order to maximize this competence;

- "Research of post-forming stage" (end of May, 2012). On this stage we investigated the level of ethno-cultural competence of students of 2 colleges, mentioned above, occurred after our experiment.

The data of the above studies were processed by the method of statistical analysis.

The method of qualitative analysis of scientific sources and literature is used in developing of the most effective forms formation of ethno-cultural competence.

Corresponding Author: Anatoly S. Krapivensky, Volgograd Branch of Moscow University of Finance and Law.

Also the scientific methods of system analysis, structural and functional analysis, comparative analysis, social engineering are used in the given research.

RESULTS

The experiment on students of 2 colleges of Volgograd region (College of Moscow University of Finance and Law and agricultural College of Novaya Anna) was realized in 2 groups of the last years of specialties (training areas): "Law enforcement activities" (25 people) and "Economics and Accounting (by industry)" (also 25 people).

In the process of training the students, participating in the experiment, formation of ethno-cultural competence through training activities in its basic part was made by studying the subject "Cultural Studies". Theoretical material of the course was presented in lectures and there are works on texts and discussions about actual problems of the theory, history and modernity of different world cultures. In studying the history of Russian culture, the particular attention was given to the current state of positive interaction of ethno-cultural communities.

In addition to traditional forms of work (lectures, seminars), innovative educational technologies were used: practical training in the form mini-conferences on the same topic, expert-analytical work with visual materials; master-classes, etc.

The given methods were used in the process of formation of student's ethno-cultural competence in the frameworks of studying the subject "Cultural Studies":

- Cross-cultural method;
- Methods, oriented on emotional perception, inducing the formation of positive social values??, aesthetic feelings, activating affective-emotional sphere of personality (method of empathy, contrast method, method of reflection);
- Method of projects;
- Methods of modeling and reconstruction;
- Method of using different game forms of educational activity;
- Visibility method;
- Some others.

It is necessary to mention, that formation of ethno-cultural competence of students during the educational process were participated not only the teachers of "Cultural Studies" subject, but also the other teachers (teaching the other courses), students were instilled the principles of tolerance also by the minor inclusions in these other courses [3].

As for extracurricular activities, the teambuilding technology was used: three-time series of 5-day training, aimed at creating and improving the efficiency of the interaction of team members (artificially formed student group consisting of 15-18 people). Given the specificity of forming competence/ each group of students was formed on the principle of presence in it the representatives of various ethnic cultures.

The methodological feature of the given five-day training was in using the exercises of well-known "ropes course", consisting of collective jobs for all of team members. The author's course [2] was consisted of 28 special exercises: "Ball" (affects on such an elements of teambuilding as "Heating up" and "Acquaintance"), "Snowball" ("Acquaintance"), "Molecule" ("Heating up", "Bodily contact"), "Physical jerks" ("Heating up", "Synchronization"), "Tails" ("Heating up", "Bodily contact"), "Fingers" ("Synchronization"), "Building on growth (month of birth, zodiac sign, etc." ("Heating up", "Acquaintance", "Coordination"), "Tower of Babel" ("Heating up", "Coordination"), "Tower of Hanoi" ("Coordination"), "Broken Mirror" ("Coordination"), "Cakes baking machine" ("Heating up", "Bodily contact", "Synchronization", "Trust"), "Sinking" ("Bodily contact", "Synchronization"), "Swinging" ("Heating up", "Bodily contact", "Synchronization", "Trust"), "Spouts" ("Heating up", "Bodily contact"), "Leapfrog" ("Heating up", "Bodily contact", "Coordination"), "Person-to-person" ("Acquaintance", "Bodily contact", "Coordination"), "Knight, dragon and princess" ("Heating up", "Synchronization"), "Rope of maximum length" ("Heating up", "Coordination"), "Find a couple" ("Heating up", "Acquaintance", "Bodily contact"), "Confusion" ("Bodily contact", "Coordination"), "Hula-hoop" ("Bodily contact", "Coordination"), "Account" ("Synchronization", "Coordination"), "Four cardinal points" ("Heating up", "Synchronization", "Coordination"), "Magic Circle" ("Synchronization", "Coordination"), "Magic wand" ("Bodily contact", "Coordination"), "Knees" ("Heating up", "Bodily contact", "Synchronization"), "Knot in memory" ("Bodily contact", "Coordination"), "Blind geometry" ("Heating up", "Coordination").

Another kind of extracurricular activities, using in the experiment for increasing the level of student's ethno-cultural competence, was their participation in scientific and practical conferences, roundtables, exhibitions on relevant topics [4]. There were 11 such an events during the 2011-2012 schoolyear.

Also it is necessary to mentioned the different kinds of student councils activities, aimed at formation ethno-cultural competence – it was the volunteering activity [5].

As indicated above, in September. 2011 we investigated the level of ethno-cultural competence, existed before forming stage of the experiment on the students.

The indicators of the given criteria: "Social distance from own ethnocultural group" (motivation for studying of own ethnoculture, number of used informational sources about own ethnoculture), "Social distance from the representatives of another ethnocultural groups" (motivation for studying of another ethnocultures, number of used informational sources about another ethnocultures), "Involvement in interethnic contacts (desired and actual)" (actual number of interpersonal and business contacts with representatives of another ethnocultural groups, desire to increase or decrease the amount of interpersonal and business contacts with representatives of another ethnocultural groups), "Attitude towards representatives of another ethnocultural groups" (conflictness towards members of another ethnocultural groups, degree of loyalty to the spread of another ethnocultures), "Subjective control in the field of interpersonal relations with members of other ethnocultures" (level of subjective control in the field of interpersonal relations with members of other ethnocultures) were explored by survey of students (with questionnaires).

Moreover, 3 indicators (knowledge of own ethnoculture, knowledge of another ethnocultures, strategy of behavior in conflict situations) were explored by the method of expert survey. The group of experts was formed from 6 leaders and members of the pedagogical and methodological schools of Volgograd branch of Moscow University of Finance and Law. In order to increase the level of objectivity of the expert survey, the group of experts was supplemented with 2 representatives of another Universities. So, the group of experts was consisted of 8 people.

The students and experts evaluated criteria and indicators on a ten-point scale.

The results of ascertaining stage of the research (September, 2011) are presented below in the Table 1.

After the end of the experiment of increasing the level of student's ethno-cultural competence, conducted during the 2011-2012 schoolyear in 2 colleges of Volgograd region (College of Moscow University of Finance and Law and agricultural College of Novaya Anna), the procedure of identical sociological research was repeated.

The results of post-forming stage of the research (end of May, 2012) are presented below in the Table 2.

As follows from a comparison of the data presented in Tables 1 and 2, all the criteria of formation of student's ethno-cultural competence increased after the forming stage.

In particular, the average value of the criterion "Social distance from the representatives of another ethnocultural groups" on a ten-point scale increased from 2,63 to 2,87 (+9,15%); the average value of the criterion "Involvement in interethnic contacts (desired and actual)" increased from 4,50 to 4,55 (+1,11%); the average value of the criterion "Social distance from own ethnocultural group" increased from 5,60 to 5,77 (+3,04%); the average value of the criterion "Attitude towards representatives of another ethnocultural groups" increased from 5,55 to 6,80 (+22,51%); average value of the criterion "Subjective control in the field of interpersonal relations with members of other ethnocultures" increased from 4,65 to 5,60 (+20,41%).

But is necessary to mentioned that we consider the formation of ethno-cultural competence of college students as a first step in formation of ethno-cultural competence of the high-school students – using the model of continuing education [6], considering the potential opportunity of future presence of college students in the high school. So, the formation of ethno-cultural competence of college students must be continued in the system of high school [7].

Also we have to mentioned that the formation of ethno-cultural competence of college students, also as the similar process in the high school, must be realized in compliance with the principles of informational security, first of all without prejudice to traditional cultural values and with correct using of three basic methods of informational influence: persuasion, suggestion and manipulation of consciousness [8].

Table 1: Summary evaluation criteria and corresponding indicators of formation ethnocultural competence of college students (ascertaining stage of the research - September, 2011)

#	Name of criterion and the corresponding indicators	The median sample
	Social distance from own ethnocultural group	*5,60*
1	Motivation for studying of own ethnoculture	7,1
2	Knowledge of own ethnoculture	4,3
3	Number of used informational sources about own ethnoculture	5,4
	Social distance from the representatives of another ethnocultural groups	*2,63*
4	Motivation for studying of another ethnocultures	2,8
5	Knowledge of another ethnocultures	2.1
6	Number of used informational sources about another ethnocultures	3,0
	Involvement in interethnic contacts (desired and actual)	*4,50*
7	Actual number of interpersonal and business contacts with representatives of another ethnocultural groups	4,2
8	Desire to increase or decrease the amount of interpersonal and business contacts with representatives of another ethnocultural groups	4,8
	Attitude towards representatives of another ethnocultural groups	*5,55*
9	Conflictness towards members of another ethnocultural groups	5,9
10	Degree of loyalty to the spread of another ethnocultures	5,2
	Subjective control in the field of interpersonal relations with members of other ethnocultures	*4,65*
11	Level of subjective control in the field of interpersonal relations with members of other ethnocultures	5,1
12	Strategy of behavior in conflict situations	4,2

Table 2: Summary evaluation criteria and corresponding indicators of formation ethnocultural competence of college students (post-forming stage of the research - end of May, 2012)

#	Name of criterion and the corresponding indicators	The median sample
	Social distance from own ethnocultural group	*5,77*
1	Motivation for studying of own ethnoculture	7,3
2	Knowledge of own ethnoculture	4,4
3	Number of used informational sources about own ethnoculture	5,6
	Social distance from the representatives of another ethnocultural groups	*2,87*
4	Motivation for studying of another ethnocultures	2,9
5	Knowledge of another ethnocultures	2.3
6	Number of used informational sources about another ethnocultures	3,4
	Involvement in interethnic contacts (desired and actual)	*4,55*
7	Actual number of interpersonal and business contacts with representatives of another ethnocultural groups	4,2
8	Desire to increase or decrease the amount of interpersonal and business contacts with representatives of another ethnocultural groups	4,9
	Attitude towards representatives of another ethnocultural groups	*6,80*
9	Conflictness towards members of another ethnocultural groups	7,0
10	Degree of loyalty to the spread of another ethnocultures	6,6
	Subjective control in the field of interpersonal relations with members of other ethnocultures	*5,60*
11	Level of subjective control in the field of interpersonal relations with members of other ethnocultures	5,4
12	Strategy of behavior in conflict situations	5,8

CONCLUSION

- The formation of student's ethno-cultural competence in colleges must be realized as a balanced complex of educational and extracurricular activities.
- The main part of extracurricular activities must be realized as a courses of teambuilding trainings (every team possibly must be formed by the representatives of different ethnocultural groups)
- This formational process is the first step of formation of student's ethno-cultural competence in the high school.
- The formation of ethno-cultural competence of college students, also as the similar process in the high school, must be realized in compliance with the principles of informational security.

REFERENCES

1. Kodzhaspirova, G.M. and A.Y. Kodzhaspirov, 2000. Pedagogical dictionary. Moscow: Academia, pp: 176.

2. Pavlova, E.N., A.V. Zhuravlev and Y.M. Zhukov, 2008. Teambuilding technologies. Moscow: Aspect Press, pp: 320.

3. Kolomok, O.I. and A.S. Krapivensky, 2014. Creating a comfortable psychological climate in the pedagogical collective as complex component for formation of professional pedagogical competence of teachers. Actual Problems of Humanities and Natural Sciences, 1-2: 118-120.

4. Krapivensky, A.S., 2013. Socio-motivational aspects of Youth volunteering. Almanac of Modern Science and Education, 3(20): 91-94.

5. Kolomok, O.I. and A.S. Krapivensky, 2013. Pedagogical and sociological aspects of Youth volunteering. World Applied Sciences Journal, 10(23): 1330-1333.

6. Kolomok, O.I., 1998. Succession of educational activity formation in the "College-High school" system. Dissertation of Ph.D. in Pedagogy. Saratov, pp: 125.

7. Garcia, C. and L. Flores, 2011. The challenges of civic education and social cohesion as opposed to the de-subjectivation of the system: Towards an interpretation of social phenomena from the subjective. Estudios Pedagogicos, 37(2): 329-344.

8. Krapivensky, A.S., 2007. Methods of persuasion, suggestion and manipulation of consciousness in advertising texts. Bulletin of the Volgograd State University of Architecture and Construction. Series: Humanities, 9 (24): 116-119.