

FORMATION OF TOLERANCE AMONG YOUNG PEOPLE THROUGH MULTICULTURAL EDUCATION AS A PREVENTIVE FACTOR OF COUNTERING EXTREMISM AND TERRORISM

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Abstract

Purpose of the study: Theoretical and experimental substantiation of measures for the prevention and control of extremism and terrorist activities in the youth community on the basis of multicultural education and upbringing.

Methodology: The scientific and theoretical teachings about the structure, logical organization, technologies of the multicultural approach in education; theoretical provisions on the methods and means of activity of teachers of higher pedagogical education in solving urgent problems of modern multicultural education and upbringing of college kids, expanding the future specialists' competencies in resistance to extremist calls and actions, became the fundamental basis of this study.

Results: The authors substantiated the existing contradictions in the field of multicultural education of student youth and the need to resolve these contradictions in the process of prevention extremism and terrorism by means of multicultural education. The authors compiled a model of the conditions for the formation of multicultural education of students, where the goal and objectives, principles and content of multicultural education were determined; the process and mechanism of multicultural education, a system of forms, methods and means of forming levels of the youth tolerance are presented. The main factors for development and implementation of such a model we called mega-, macro- and meso-factors. A digital educational resource «Theory and Practice of Multicultural Education» was introduced to implement the model of conditions for the formation of multicultural education of students, after which future teachers acquired general cultural, professional and special competencies.

Application of this study: Presented by the authors experience of innovative possibilities to implement forms and methods, techniques of education and training of college kids' tolerance by means of multicultural education in the conditions of polyethnicity, multilingualism, multiculturalism and polimentality of the region and the university staff is proposed for practical use in pedagogical universities.

Novelty / originality of this study: the scientific novelty of this study involves developing the theory and principles, the content of the application of sound theoretical provisions in practice of multicultural education of future teachers to expand the competencies of future teachers in the education of children and adolescents on modern humanistic foundations. The research results open up a new logical direction for applied research in this and related fields of educational technology.

Keywords: *Multicultural education, Tolerance, Prevention, Preventive factor, Formation model, Special course, Formation, student youth, Extremism, Terrorism, Future teachers.*

INTRODUCTION

Relevance of the Problem

Today in the media we often hear that «Tolerance is a necessary condition for the survival and progressive development of civilization»; «Objective command of time»;

«As a system of values and the goal of modern and future education»; «It is the principle of preserving and maintaining the idea of peaceful coexistence and friendly interaction of peoples and states»; «Upbringing of tolerance by means of education is the most important non-

FORMATION OF TOLERANCE AMONG YOUNG PEOPLE

Through Multicultural Education As A Preventive Factor Of Countering Extremism And Terrorism

alternative strategic task», etc. (Bayanova et al., 2019; Avdeev et al., 2019)). These and other interpretations of the concept «tolerance» in the field of mass media could be continued further, but cited examples are enough for a subsequent discourse.

Real life shows that the concept «tolerance» is used differently by different societies, mentalities, and politicians. In this connection, we became interested in problematic questions: What is the essence and nature of tolerance, what is its ideological basis? How does the development of youth tolerance tie in with the prevention of extremism and terrorism among youth? What innovative technologies should be applied in order to form a person's tolerant qualities, including a system of multicultural competencies, sufficient and necessary for everyday life and activities in a multicultural society? Indeed, the formed multicultural competence would allow youth in everyday life to solve the tasks of professional activity in the course of positive interaction with representatives of different cultures, showing understanding and condescension, willingness to cooperate (Zhgenti et al., 2018; Podymov et al., 2019).

We join the existing opinion that the phenomenon of tolerance is a spiritual, not a physiological phenomenon, and it is not inherited, but is formed in the process of socialization and a focused educational process by making children, youth and adults familiar with cultural diversity.

In our opinion, the development and formation of tolerance among future teachers should be multifaceted, and it acquires special significance in the conditions of multi-ethnicity, multilingualism, multiculturalism and polymethnicity of the university staff. At present, the formation of a competent specialist, who is ready to bring leniency towards «other» (tolerance) into society, requires profound innovative changes in the content of higher education (Russkov, 2014; Kutuev et al., 2016; Prokofieva et al., 2018; Piralova et al., 2020).

One of the ways to solve the urgent problem is multicultural education of youth by introducing it into the training system of specialists of the digital educational resource «Theory and Practice of Multicultural Education». We believe that this resource has sufficient potential, which forms the tolerance of future teachers. But, at the same time, it is necessary to take into account the following features of student youth: heterogeneity, age diversity, passivity of a certain part, apoliticity of its mass part, inconsistency in expressing their life positions, psychological imbalance and proneness to conflict, infantilism in the perception of life, high passionarity (desire for unjustified and undeserved fame and glory), loss of interest in learning and reading, lack of legal, moral, spiritual culture, uncritical acceptance of mass media and other sources, and others.

The Purpose and Objectives of the Research

The purpose of this article is to present to the broader public of universities our generalized material on the topic: «Formation of tolerance among young people through multicultural education as a preventive factor of countering extremism and terrorism».

The objective of the study is to identify and holistically reflect the system of formation of stable multicultural competencies among future teachers, in the framework of the implementation of the state professional standard; to develop and form a multilevel multicultural result (competency) - a multicultural personality in a focused pedagogical process capable to solve the tasks of professional activity in the course of positive interaction with representatives of different cultures.

LITERATURE REVIEW

Analysis of Russian Scientific and Pedagogical Literature

Our research allows us to state the fact that the ideas of multiculturalism were reflected in Russian scientific vocabulary at different historical times under different terms: multicultural education - G.D. Dmitriev (1999); School of dialogue of cultures - V.S. Bibler (1975); intercultural education - L.G. Vedenin (2000); polyculturalism in education - G.M. Kodzhaspirova (1994); multicultural educational space - V.P. Borisenkov (2006), S.P. Russkov (2011a,b, 2012, 2014, 2015) and others).

In the educational system and pedagogy, the problems of teaching and upbringing tolerance are studied and presented in a rather wide range. The works of A.M. Baybakova, N.M. Borytko (2006), B.S. Gershunsky (2003), G.D. Dmitriev (1999) examined the practice of education in a multi-ethnic and multicultural environment in the spirit of multiculturalism. A group of researchers: O.V. Arkelyan (2001), V.P. Borisenkov (2006) and others, proved that multiculturalism was an exclusively educational component.

L.L. Suprunova (2013) emphasized in her work that through education, the most significant for most people achievements in the field of science, literature and art, methods of communication and activity, moral values and behaviors were delivered M.V. Danilova (2014) substantiated that the development of a multicultural education system was an integral part of the overall cultural development strategy, which was based on the need to preserve the sociocultural situation of pluralism and diversity.

S. P. Russkov (2014, 2015) presents in his works a system of multicultural education and upbringing. The author believes that multicultural education is becoming an important part of modernization of nowadays education and requires a conceptual, innovative approach to the formation of goals and objectives, to content and system, taking into account the national, national-regional and ethnocultural needs of the multinational people of Russia.

Balitskaya I.V. (2009) asserts in her study that the United States, Canada and Australia were pioneers among foreign countries in revising the ideas and practices of education in a multi-ethnic and multicultural environment in the spirit of multiculturalism.

Analysis of Foreign Studies

Studies of the ideas of multiculturalism in the relations of people appeared in the era of Antiquity. The first who made a «reappraisal of the values» of mankind was Diogenes of Sinope (414–323 BC). He stated: «I am a citizen of the world», preaching «cosmopolitanism» (from the Ancient Greek: *κοσμοπολίτης*, or *kosmopolitês*, i.e. a citizen of the world): the destruction of generally accepted norms of civil life in one particular state and calling for human ataraxia (serenity, peace of mind) and autarchy (independence).

The ideas of multicultural education and upbringing are found in works of Aristotle (384–322 BC), such as «Rhetoric», «Ethics», «Politics», «The Art of Poetry», etc (Aristotle, 1975).

In the Middle Ages, great changes took place in the worldview and outlook of people. The worldview of the Middle Ages was theological, and the value scale was determined by the Christian religion. The conditions and means of «reconciliation» in this era were scholastic forms of educational organization, built on the basis of multiculturalism. The language of scholastic scholarship and education was also universal, it was Latin; at different universities they used a common set of textbooks (of course,

FORMATION OF TOLERANCE AMONG YOUNG PEOPLE

Through Multicultural Education As A Preventive Factor Of Countering Extremism And Terrorism

there were some differences), in particular, the «Maxims» of P. Lombardsky (2003) was the general textbook.

In the Age of the Enlightenment and later, European thinkers created original multicultural conceptual ideas: «live according to reason» - M. Montaigne (1991), «about the correction of human affairs» - J. A. Komensky (1982), «union of the world» - I. Kant (1994), etc.

At one time, F. Boas (1896) expressed the opinion that the researcher learned the conditions of influencing the culture of the environment and social psychology by comprehending the history of each culture. Thereby, we take a multicultural step forward.

Among the proposed measures of dealing with global problems of the XX – XXI centuries philosophers and teachers put the formation of a new type of thinking among the younger generation in the foreground, the slogan was put forward: «Who will conquer young people has a future» (Jaspers, 1994).

In the 50s of the XX century, D. Trager and E. Hall (1954) introduced a new concept into scientific circulation: «intercultural communication». D. Trager put forward the idea: «a model of culture –of an iceberg. » He believed that the most significant traits of culture were «under water», the obvious things were «above water».

In the 70s of the XX century, the course «pedagogy of the world» became quite widespread. Proponents of this idea, first of all, E. Fromm (1992) believed that children should learn to feel like a citizen of the Earth as a whole, to strive to overcome all kinds of borders and differences between nations. In the West, a scientific direction called «pedagogy of education in the spirit of peace» or, «pedagogy of the world» was developed. «Pedagogy of the world» advocated the education of a person, who could live in a world without war, through the formation of such qualities as: social partnership, cooperation, compromise, tolerance, desire for harmony, etc. (Vedenin, 2000; Salimova, 2001).

As part of our theoretical study, we drew attention to the studies of F. Boas (1896), R. Linton (2011), and others, who identified four basic strategies for acculturation that occur in the process of multicultural education and upbringing.

K. Ward (2003) says that the results of intercultural contacts can have different indicators. In her opinion, properly organized acculturation can have a therapeutic effect. The fact is that as a result of assimilation of a foreign culture, tension is reduced, people's neurosis are excluded.

MATERIALS AND METHODS

Theoretical and Empirical Methods

We applied theoretical and empirical methods to test and substantiate the hypothesis based on the fact that the development and formation of tolerance among future teachers are multifaceted, and cannot but have the character of multicultural education in the conditions of multi-ethnicity, multilingualism, multiculturalism and polymethnicity of the university and region staff.

Based on the application of empirical methods, we were able to substantiate that the multicultural competence of future teachers acts as a factor counteracting the appeals of extremists and terrorists. Such a hypothetical description of the importance of multicultural education in the system of preventive factors for student youth required experimental evidence during which a model of the conditions for the

formation of multicultural education of students of pedagogical university was successfully tested.

Research Base

The studies were conducted on the basis of the Kazan (Volga) Federal University, the Chuvash Republican Institute of Education, the Chuvash State Institute of Culture and Arts. The experiment involved more than 200 participants.

Research Stages

At the first stage, search and theoretical work was carried out to identify existing contradictions within the framework of the research topic: a problem was identified for resolution. The analysis of philosophical, culturological sociological literature was carried out, the conceptual apparatus of research was developed and concretized, the concept for resolving the advanced problem was defined; a research program, a model of the conditions for the formation of multicultural education, and a mechanism for multicultural education of students, as well as a strategy for introducing a special course work program into the educational process of a university, were developed.

At the second stage, the digital educational resource «Theory and Practice of Multicultural Education» was completed and introduced into the educational process of the university. A model of the conditions for the formation of multicultural education was implemented. Diagnostic tools were developed and tested to identify the levels of multicultural competencies of future teachers who had participated in the experiment. The success in the implementation of the model of conditions for the formation of multicultural education of students was monitored.

At the third stage, processing, generalization of experimental material, analysis, systematization of the research results, formulation of conceptual conclusions and correction of the plan for further work were carried out.

The Course and Description of the Experiment

In the process of formative experiment, the content of multicultural education is implemented by using modern pedagogical technologies.

Future teachers were introduced to the range of urgent problems of modern multicultural education, got acquainted with the methodology and construction principle, technologies of a multicultural approach to education. In the process of passing the special course «Multicultural education», future teachers developed different levels of general cultural, professional, and special competencies. They are presented in a formalized form (see Table 1).

RESULTS

Formative Stage of the Experiment

To conduct the experiment, we developed and implemented the program of the special course «Multicultural Education», where all the necessary components of the program were determined.

In this section of the article, we present one of the tables of our experiment, showing the formation levels of multicultural competencies of students after the implementation of the special course «Multicultural Education» (see Table 1).

Table 1. Formation levels of multicultural competencies of students after the implementation of the special course «Multicultural education»

No	Competencies	Competency indicator in%
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FORMATION OF TOLERANCE AMONG YOUNG PEOPLE

Through Multicultural Education As A Preventive Factor Of Countering Extremism And Terrorism

		high	average	low
1.	Ability to use in professional activities the basic laws of development of the modern social and cultural environment	65,3	34	0,7
2.	Proficiency in the historical principle of the study of sociocultural phenomena and ability to apply it in assessing sociocultural phenomena	73,2	25,4	1,4
3.	Ability to take into account the ethnocultural and religious differences of the participants in the educational process when building social interactions	86,1	13,5	0,4
4.	Ability to organize joint activities and interpersonal interaction based on the obtained multicultural competencies	92,7	7,2	0,1
5.	Readiness to use knowledge of regulatory documents and professional competencies in organizing cultural and educational work and carrying out preventive measures by means of culture	89,2	10,8	–
6.	Ability to conduct professional activities in a multicultural environment for the formation of tolerance, taking into account the peculiarities of the socio-cultural situation of the environment	87,4	11,2	1,4
7.	Proficiency in the moral standards of the sociocultural environment and in the basics of tolerant behavior	96,7	3,0	0,3
8.	Capacity for reflecting the methods and results of professional actions of the tolerance formation process in an educational organization	91,7	8,0	0,3
	Total, mean value	85,57	14,13	0,7

The information presented in table 1 allows us to conclude that mastering the knowledge in a particular academic discipline means mastering by future teachers a system of generalizations that make up the main content of the studied discipline or course. A true mastery of the fundamentals of the studied discipline is impossible if the generalizations presented by students and the textbook remain unconscious or unacceptable as a professional guide. It is necessary not only to be able to see the general in the individual, but also to see the individual and the concrete in general for a complete and conscious acquisition of knowledge by students. Indeed, from the point of view of philosophy, any phenomenon, process, etc., is always something special in which both general and individual characteristics are fused in an indissoluble unity and interaction. The objective connection of the individual, the particular and the universal is manifested in table 1, in the form of a digital presentation of the investigated, as well as in the method of studying the learned material.

DISCUSSIONS AND CONCLUSION

We invite to discussion of our material all those who are interested in modern problems of multicultural education and upbringing, the formation of tolerance, as well as those who are involved in the prevention of youth extremism and terrorism. There are many contradictions and unresolved problems in the aspect covered by the topic of our study. We showed that there is no generalized approach to understanding the terms «multiculturalism» and, especially, «tolerance». In our opinion, there should be a conceptual approach to understanding these categories in the educational process of upbringing future specialists. This is important because tolerance is formed only in the process of socialization and education by introducing children, youth and adults to the cultural diversity that exists in the country and the world as a whole; by establishing dialogue and mutual enrichment of all cultural flows: national, world culture. At the same time, modern multicultural education, in the process of tolerance formation, should take into account the characteristic features and needs, motives of modern youth. We focus on multicultural education as the primary prevention of extremism because multicultural education is based on the recognition of the fact of social heterogeneity of human society, in which, in historical and existential terms,

various nations, groups, social categories and social classes are distinguished.

In this article, we showed the basic ideas and functions of multicultural education in the process of tolerance formation, which can be applied in education and upbringing of student youth. As preventive factors of countering extremism in the youth environment, they, for the most part, reveal that general and special inherent in multicultural education.

We emphasize that multicultural education is an integral, organic part of a unified education system and it is forming, functioning and developing as an open system. It is necessary for arranging the best possible state of humanity.

Multicultural education, summarizing the achievements of the philosophy of culture, cultural history, cultural anthropology, pedagogy, enriches them with its achievements and builds own activities on the basis of its own educational technologies that meet modern requirements and prospects for the development of society and the state.

The preventive orientation of multicultural youth education and upbringing in countering extremism is most fully revealed in the implementation of its basic functions, which are presented in the textbook for students of pedagogical universities (Russkov & Grigorieva, 2009).

LIMITATION AND STUDY FORWARD

The digital educational resource “Theory and Practice of Multicultural Education” presented by the authors was introduced only in Russian universities. In further studies, we plan to introduce it in the universities of neighboring countries.

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AUTHOR'S CONTRIBUTION

Theoretical provisions and conceptual proposals of the authors of the article do not conflict with the existing theoretical studies of foreign and domestic authors. On the contrary, the research results complement the existing theoretical provisions in the field of multicultural education of college kids.

S.G. Grigoryeva developed a model of the conditions for the formation of multicultural education of students at a

FORMATION OF TOLERANCE AMONG YOUNG PEOPLE

Through Multicultural Education As A Preventive Factor Of Countering Extremism And Terrorism

university, introduced a digital educational resource in the educational process of a university and wrote a manuscript. L.G. Grigoryeva developed diagnostic tools to identify the levels of multicultural competencies among future teachers who participated in the experiment and conducted a statistical analysis procedure, testing the hypothesis and interpretation of the results.

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