

CULTURAL AND EDUCATIONAL ENVIRONMENT OF POLY-NATIONAL SCIENTIFIC CREATIVE GROUPS: DEVELOPING POTENTIAL AND PRINCIPLES OF CREATION

Olga V. Stukalova¹, Tatyana G. Ilkevich², Sofia Sh. Ostanina³,
Vadim O. Moiseyev³, Vitaly V. Tomin⁴ and Marina Y. Fadeeva⁵

Artistic and creative multinational groups of young people of different age levels are defined by the authors as “advanced groups” of young people, because among these groups tolerance, socio-cultural adaptation and social responsibility of youth are most effective. The authors studied the nature of interaction within groups that are advanced ones, or model groups, from the point of view of tolerant consciousness development. Observations over the activities of creative groups were carried out in the following age groups: adolescents, senior students, undergraduates and young people - visitors to cultural and educational institutions. Presence of the allocated qualities among students was measured with the help of author’s techniques, among which the central place is occupied by the identification technique. The authors revealed the correlation of the types and levels of communication within each group, as well as the types of valuable attitudes of participants in these groups of students; the directions that activate the potential of the cultural and educational environment of such groups are revealed, the principles of its creation are presented. The article is intended for educators, researchers, sociologists dealing with issues of multicultural education.

Keywords: Cultural and educational environment, creative group, communication, valuable attitudes, interaction, personal qualities

INTRODUCTION

In the twenty-first century, the influence of the cultural field on the formation of a person’s readiness for self-realization becomes more and more significant (Bourdieu, 2007). Culture, developing on the basis of new technologies - primarily information, forms diverse environments (music, screen, architectural and spatial, etc.), which have a significant impacts on human (Ermolaeva, 2016; Sidelnikova, 2016). Of particular importance in this context is the cultural and educational environment, since this is the very environment that contributes to effective

¹ Laboratory for the Integration of Arts and Culturology named after B.P. Yusov, Institute of Art Education and Cultural Studies of the Russian Academy of Education, Moscow, Russia. *E-mail: chif599@gmail.com*

² Department of Physical Culture and Life Safety, Gzhel State University, Elektroizolyator, Moscow Region, Russia.

³ Department of Economics, Kazan National Research Technological University, Kazan, Russia.

⁴ Department of Foreign Languages, Orenburg State University, Orenburg, Russia.

⁵ Department of Foreign Language, Theory and Methods of Foreign Language Teaching, Orsk Humanitarian-Technological, Institute, Orsk, Russia.

development of human behavioral strategies and the formation of personality through its active activity (Gukalenko, 2000), when the students' mastering the cultural patterns and norms in the most organic and conscious way takes place (Gordeeva, 2008; Zhukovsky 2001; Valeeva & Biktagirova, 2016; Shaikhelislamov, Shaekhova & Murzalinova, 2016; Bayanova & Mustafin, 2016).

The most important is the connection between the contemporary cultural and educational environment and the creative development of young people, which is manifested in: enriching cultural experience; trust in new information and openness in its receipt; general orientation to constructive parity communication (Kagan, 1988; Rakhimova *et al.*, 2017). Moreover, this process is bidirectional - the cultural and educational environment not only affects the personality of the human, but also the environment is affected by the human. J. Gibson, examining the category of possibility, stressed that the possibility of influence is turned in both directions - to the surrounding world and to the observer (Gibson, 1988).

The methodological prerequisites for the creation of a developing cultural and educational environment are the ideas of the influence of the school environment on the formation of the personality of students contained in the works of Ya.A. Comensky (2003), I.G. Pestalozzi (1981). A study conducted by the authors in 2008-2016 in Moscow, Stavropol, Arzamas, has allowed us to conclude that artistic and creative multinational teams of young people of different age levels represent "advanced groups" in which the development of personal qualities takes place effectively such as readiness for socio-cultural adaptation, social responsibility, as well as the skills of constructive Intercultural dialogue, which requires tolerance, communicative competence, development of the culture of the individual.

In the process of defining the principles for the creation and disclosure of the developing potential of the cultural and educational environment that contributes to the formation of the personality of students in poly-national creative teams, the following aspects were taken into account:

- Selected by V.A. Yasvin (1997) the spatially-objective, social and psycho-didactic components of such an environment;
- Disclosed by V.A. Slobodchikov and I.E. Isaev the quality indices of cultural and educational environment - saturation and structured nature, i.e. the way of its organization (Slobodchikov & Isaev, 1995).

In the works of modern scientists, several ways of organizing a dynamic tolerant cultural and educational environment are also identified: uniformity, diversity, variability (Samava, 2008; Stukalova, 2011). In general, the cultural and educational environment can be defined as the most important factor in the formation of personality traits that determine its organic and full self-realization in a multicultural space (Kabkova & Stukalova, 2008; Khusainova *et al.*, 2016). In this context, its characteristics are 1) the orientation towards the organization of successful life activity of students, 2) the conditions that determine the flexible dynamics of their

cognitive activity, and 3) the ability to transform intellectual activity into personal culture.

MATERIALS AND METHODS

Methods of study

Analysis of theoretical sources and problems in the field of pedagogy, psychology, philosophy, culture study and ethno-pedagogy; systematic study of socio-cultural and cultural-pedagogical aspects of youth development in conditions of activity in poly-national creative teams; sociological methods (questioning, interviewing, written surveys, analytical diagnosis); independent examination; experimental and practical verification of the model of creating a cultural and educational environment in educational and cultural institutions (mathematical statistics, modeling, study and systematization of pedagogical documentation, generalization of pedagogical experience, longitudinal studies); retrospective analysis of own pedagogical experience.

The research base

- multinational creative teams in institutions of additional art education in Moscow, the Moscow region, Stavropol, Arzamas;
- art studios in general schools in Moscow, Derbent, Makhachkala;
- Higher Educational Institutions (FSBEI VE (Federal State Budget Educational Institution of Higher Education) Moscow State Institute of Culture, FSBEI VE “Academy of Watercolors and Fine Arts of Sergey Andriyaka”, Institute of Culture and Arts - FSBEI VE “Moscow State Pedagogical University”, Stavropol State University, Taganrog State Pedagogical Institute named after A.P. Chekhov (a branch of the Rostov State Economic University));
- Peace camp for children and youth of the North Caucasus “Dobrograd”.

Totally 1,388 students of all age groups took part in the study (2008-2016) in the conditions of various educational institutions (of which 125 graduates of art studios), as well as 76 teachers, university professors and managers of studio groups.

Stages of research

The first stage of the *theoretical search* (2008-2009) included the study and analysis of domestic and foreign philosophical, psychological, pedagogical and cultural literature on the problem; the initial research positions were developed; pedagogical experience at various levels was generalized. The result of this stage was the assumption of the need to develop a dynamic pedagogical model for creating a cultural and educational environment in a multinational creative team.

The 2nd *experimental stage* (2009-2015) included work on the experimental substantiation of the study; processing and comprehension of the data of the

ascertaining experiment, their psychological and pedagogical analysis; clarification of the description of the developed methods of creative development of youth and the formation of communicative competences; theoretical substantiation of the dynamic pedagogical model of creating a cultural and educational environment in the institutions of culture and education in a multinational region. At this stage, the practical implementation of the developed pedagogical model was carried out. Particular attention was paid to the development of evaluation criteria for its implementation.

The third - *theory-generalizing* stage (2015 - 2016) included the completion of the experiment, analysis of its results, generalization, systematization and interpretation of the data obtained.

In the study, the following criteria were singled out for the high level of development of the cultural and educational environment in a multinational creative team:

- in such an environment, the union of the general cultural, social, educational and personal principles is organically carried out;
- the goal of creating such an environment is to achieve effective conditions for the development of each trainee, including targeted professional social and pedagogical support, relying in the educational process on the principles of the person-oriented approach and deepen the content of classes by attracting information that allows the students most effectively to self-realize themselves in the multicultural space of the multinational region
- in such an environment a constructive dialogue of cultures and the integration of knowledge in the content of education take place, and the students create an integral picture of the world on the basis of the development of cultural reflection, mastering the skills of self-regulation, increasing motivation for cultural creation and constant self-development.

The cultural and educational environment implements the following functions: humanitarian and educational; socio-adaptive; culturological; communicative; educational and developmental.

Control measurements of the ascertaining experiment (2009) showed that adolescents aged 12-14 years, engaged in poly-national creative teams for more than 2 years possess a sufficiently high level of willingness to carry out intercultural dialogue, they often manifest the formed skills of mutual assistance and the desire for complicity and sharing of that or another problem - 85% of the number of adolescents who were followed up by pedagogical observation and with whom surveys were conducted. At the same time, according to interviews of teenagers studying in grades 7-8 of general education schools in Moscow, Taganrog, Arzamas, only 15% of them note that they tend to show mercy, help their neighbor, that they know how to show empathy, and so on. Also during the study in 2009-2012 surveys

were conducted among students of Stavropol State University, Moscow State University of Culture and Arts - now MSIC (Group A), participants of the Peace Camp for Children and Youth of the North Caucasus “Dobrograd”, senior pupils of secondary schools in Moscow, Derbent, Makhachkala, Arzamas (group B), participants of artistic collectives of Moscow, Stavropol, Arzamas, Moscow region (group C). 450 people were interviewed. The task of the conducted surveys was to identify the attitude of young people to the problems of a multinational society. Survey data are recorded in Tables 1-4.

RESULTS

As the study showed, for participants of poly-national creative collectives, the factor of a person’s belonging to one or another nationality is the least significant. Thus, the readiness for self-realization in a multicultural space in this group of recipients is built on the basis of a sufficiently high level of the culture of the individual as a whole, including the qualities of tolerance, socio-cultural adaptation and social responsibility.

TABLE 1: IS IT IMPORTANT FOR YOU, TO WHAT NATIONALITY DOES THE PERSON BELONG TO WITH WHOM YOU COMMUNICATE? (% OF THE TOTAL NUMBER OF RESPONDENTS IN THE GROUP)

<i>Possible answer</i>	<i>Group</i>		
	<i>A</i>	<i>B</i>	<i>C</i>
Yes, certainly.	12	28	2
In many ways - yes. But the environment of a person is more important than its origin.	48	38	12
Probably not. But in some cases, nationality is necessarily manifested.	24	24	14
This is completely wrong. Everything depends on the person himself.	16	10	72

It was found that the most important quality of multinational creative teams of different age groups of children and youth is the desire to achieve high artistic results, which can be obtained only in the course of well-coordinated teamwork. In this case, the importance of belonging to one or another nationality or ethnic group is not significant. More important are positive constructive relationships within the team. This allowed us to define such creative teams as the “advanced group” of young people.

In general, participants in poly-ethnic creative groups, as well as students who take an active part in various social and cultural activities of their institution are quite positive about the opportunity to study in a multinational collective. Sharp rejection of the collective, which includes representatives of different nationalities, is noted only by 8% of respondents. However, the third answer in group A is the

TABLE 2: WHAT IS YOUR OPINION, WOULD LIFE IN YOUR CITY / REGION BE BETTER IF ONLY REPRESENTATIVES OF YOUR NATIONALITY LIVED IN IT? (%)

<i>Possible answer</i>	<i>Group</i>		
	<i>A</i>	<i>B</i>	<i>C</i>
Of course, it would be better and calmer	16	10	-
In some cases it would be better	30	34	14
Yes, it would be better, but it is impossible	12	32	-
No. Problems do not arise because of this.	42	24	86

TABLE 3: IN WHICH COLLECTIVE WOULD YOU LIKE TO STUDY? (%)

<i>Possible answer</i>	<i>Group</i>		
	<i>A</i>	<i>B</i>	<i>C</i>
In the multinational	34	33	14
Only among members of my nationality	8	30	2
The main thing is that interesting, benevolent and creative people were around	58	27	84

most common. Trainees in conversations noted that the importance of personal qualities is explained by the desire to learn in a team that is distinguished by such qualities as mobility, responsiveness to innovation, flexibility. As in previous surveys, the highest level of readiness for self-realization in a multicultural space is shown by participants in poly-national creative teams.

TABLE 4: WHAT, IN YOUR OPINION, CAN IMPROVE RELATIONS BETWEEN REPRESENTATIVES OF DIFFERENT NATIONALITIES?

<i>Possible answer</i>	<i>Group</i>		
	<i>A</i>	<i>B</i>	<i>C</i>
Strict state control	24	28	6
The introduction of special educational subjects, allowing to learn the characteristics of different cultures	16	30	32
Unfortunately, this is an insoluble problem	32	26	-
We need to organize more festivals, competitions, trips, excursions, where people get to know each other better	28	16	62

Analysis of the results of interviews suggests that the highest level of tolerant consciousness and overall readiness for further development are demonstrated by those students who, in their spare time, take part in collective creative activity in various studios, ensembles, choirs, etc. They are characterized by an assessment of the surrounding people, based primarily on their personal qualities, and not on their nationality. It is significant that in this vision of the prospects for solving problems in multinational regions, this group of students relies primarily on resources of culture and education, and not on political control. This is due to the fact that their own experience proves the effectiveness of just such an organization

of human interaction. Co-creation in the process of creating holidays, discovering the true cultural values of other peoples in trips, on excursions, the inclusion in the real life of people of another culture, another ethnos - all truly unites people, unlike declarations about the need to observe certain rules, criminal penalties for Manifestations of racial and national intolerance, etc.

In the course of the study:

1. The main components that should be taken into account when creating such an environment and implementing pedagogical accompany for students in its conditions (Table 5).

TABLE 5: PRINCIPLES, COMPONENTS, DIRECTIONS AND STAGES OF CREATING A CULTURAL AND EDUCATIONAL ENVIRONMENT IN A MULTINATIONAL CREATIVE TEAM.

The cultural and educational environment of the multinational creative team
<i>Basic principles of organization of cultural and educational environment:</i>
<ul style="list-style-type: none"> – problem-thematic structuring of culturally appropriate content of education; – use of innovative educational technologies (creation of a dialogical space for classes, project technologies, independent research activities of students, business games, dramatization, game modeling, etc.); – correlation in the cultural and educational environment of the dynamics of culture and personality; – The activation of special mechanisms of cultural self-development of the individual, taking into account the most important circumstances of the vital activity of the “personality-social community-society” system, the norms and requirements governing their interconnection.
<i>Particular principles of the cultural and educational environment:</i>
<ul style="list-style-type: none"> – the inclusion of elements of ethno-pedagogy in the educational process (elective and special courses, the use of the principles of national education, on the one hand, and the overcoming of stereotypes of ethno-pedagogy, on the other); – conceptual ideas of multicultural education; – regionalization of education; – determination of the content of education by leading cultural traditions, ideas of tolerance, religious tolerance, national and universal values, – familiarizing learners with the values of multiculturalism; – formation of students’ interest in the problems of self-realization in a multicultural world.
<i>Principles of culture-based construction of the content of the educational process in a multinational creative team</i>
<ul style="list-style-type: none"> – contextual socio-cultural approach to studies: – dialogization of the training and educational process, – semiotic inhomogeneity, – regionalization, – transfer of content from the level of values to the level of personal meanings, the integrity of the sources of the content of education, – transfer of emphasis to the creative manifestation of each student in various activities.

Leading components of the educational process, which creates the conditions for the qualities necessary for the full self-realization of each student in a multicultural environment

- Education of a sense of civic responsibility and an active life position;
 - Openness to understanding the specifics of another culture, the implementation of intercultural dialogue;
 - development of readiness to preserve cultural and historical values;
 - development and improvement of art education at all levels, including the training and professional development of teachers.
-

Directions of the organization of the cultural and educational environment in the poly-national creative team:

- getting acquaintance of students as with the national, and with all-Russian and world culture;
 - moral and civic education of youth;
 - development of noospheric consciousness;
 - formation of readiness and ability to carry out constructive intercultural dialogue in a multinational environment.
-

Stages of creating a cultural and educational environment (with the growth of its level and the complication of pedagogical tasks)

- 1 stage** - design and diagnostic: diagnostics of the level of the cultural and educational environment, monitoring of the educational process, determination of the directions of pedagogical activity, preparation of program-methodical maintenance for the implementation of the model for creating a cultural and educational environment.
 - 2 stage** - activity: creation of conditions for interaction of cultural-educational environment's components, generalization of monitoring and diagnostic materials, organization of work of creative groups of teachers for the preparation of methodical materials, recommendations on the organization of cultural and educational environment, practical implementation of the leading directions of the organization of the cultural and educational environment in poly-national creative teams.
 - 3 stage** - generalizing: generalization of the experimental material, the creation of methodical recommendations for the creation of a cultural and educational environment in the creative collectives of a multinational region, the preparation of training curricula for the organization of courses for the improvement of the qualifications of teachers.
-

2. Also, the levels of development of the personality traits of young people, significant for socio-cultural adaptation, self-realization and constructive dialogue in the conditions of the cultural and educational environment of educational institutions of the multinational region were determined:
 - high (level of readiness for in-depth independent development of these qualities);
 - average (mastering the necessary knowledge and skills to implement intercultural dialogue and self-adjustment in a multicultural environment);
 - elementary (the presence of knowledge about the peculiarities of socio-cultural adaptation in a multicultural environment in the absence of skills for constructive dialogue and low level of communicative competence);
 - low (lack of motivation for self-fulfillment in a multicultural environment).

DISCUSSION

The cultural and educational environment is reflected in the products of collective creativity, in the upbringing and proper training of participants in poly-national teams, in the ability to cooperate productively with educators and other participants, in a creatively charged atmosphere of activity. In this case, the main value of the educational process is the personality of the learner as well as the personality of the teacher, as well as their common desire for comprehensive constructive interaction. The processes taking place within such a cultural and educational environment are conditioned by its aesthetic fullness and humanistic orientation (Rubtsov, Ivoshina, 2002; Stukalova, 2012; Mukhametzyanova, 2014; Orekhovskaya *et al.*, 2016).

It is important to emphasize that in the conditions of the cultural and educational environment of the multinational creative team, participants are constantly in the situation of a dialogue of cultures - this concerns both creative activity and communication within the collective. In this environment, therefore, it faces two personally significant problems: the preservation of its cultural identity and adaptation in a multicultural environment.

CONCLUSION

The generalization of the results of the study made it possible to determine the significance of the cultural and educational environment in order to achieve a more effective influence on the development of the young people studying the qualities necessary for the fullest disclosure of creative potential in a modern multicultural environment. Such an environment is created in the process of collective creative activity in a multinational group. This can happen both in institutions of basic and higher education, and in studios of additional art education.

The authors confirm that the factors influencing the cultural and educational environment that is created in the poly-national creative team, the formation of the personality of a growing person are primarily:

- the flexibility of the pedagogical accompany system, which is based on the ideas of personality-oriented learning (Bondarevskaya, 2000) and skilled pedagogical interaction (Kolominsky, 2007), when teachers emphasize the priority of the identity of a growing person as an active carrier of subjective experience, formed long before the influence of specially organized training;
- establishment of such relations between participants in the educational process in a poly-national creative team, where each student, irrespective of ethnic background, language, political and speech differences, has the opportunity for his or her full personal and professional development;

- in the collective creative activity, the process of constructing knowledge about the multicultural world and the place of each person in it takes place immanently, situations are created that overcome prejudices and stereotypes that stimulate the growth of social responsibility of youth and the interest of young people in the cultural values of other peoples.

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