DEVELOPMENT OF ETHNOPSYCHOLOGICAL COMPETENCE OF STUDENTS BASED ON THE USE OF INTERACTIVE TECHNOLOGIES

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Abstract: This study investigates the development of ethnopsychological competence of students based on the use of interactive technologies. Theoretical approaches to understanding ethnopsychological competence as an interdisciplinary phenomenon and the meaning of the notion "ethnopsychological competence" of students have been analyzed. The extent to which this topic has been studied in theory and in practice in higher education psychology has also been investigated. Furthermore, the cognitive modalities of interactive technologies have been highlighted, and the most efficient ones for the ethnopsychological activity setup and the development of students' ethnopsychological competence have been selected. The theoretical framework for psychological and pedagogical development of students' ethnopsychological competence based on the use of interactive technologies in higher education has been established and tested. Finally, the criteria for and levels of students' ethnopsychological development along with relevant diagnostic tools have been thoroughly researched.

Keywords: Development, ethnopsychological competence, student, use, interactive technologies.

INTRODUCTION

The topicality of this study stems from modern trends in the development of higher education psychology, which have underlined the need to cultivate ethnopsychological personality that is ready for cooperation, ethnodialogue and ethnopsychological professional communication. Ethnopsychological competence is of high importance in modern education, since it is students in teacher education programs that will have to establish ethnopsychological professional communication with others and respond to challenges of forming and developing their ethnopsychological competence in their professional life in the future. Modern teacher education aims at addressing the issues relating to cultivation of ethnocultural personality and at preparing the university student to interaction with other people through sharing ethnopsychological values, knowledge and activity modalities with them. Research interest in ethnopsychological competence has resulted in numerous research studies conducted by Yakunchev, M. and S. Gorshenina, (2013); Clair, S.St., (2011); Castellanos, J., et. al., (2007); Eisenberg, J. et. al., (2013); Mukhina V. (2002); Fischer, V. (2003) and Issakhanova A.A., Kuralbayeva A.A. (2014). These researchers perceive ethnopsychological competence as a key requirement for successful integration into global society facilitating efficient participation

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in ethnocultural communication and helping avoid negative consequences of globalization. At the same time, it should be noted that research in psychology and teacher education has not sufficiently addressed the formation and development of ethnopsychological competence. Instead, researchers tend to examine multicultural education, ethnopedagogy, ethnopsychology, communication and tolerance issues (White, R.W. (1959); Anara Zhumasheva**,** et. al., (2016); Stefanenko T.G. (2006); Salamone, F.A. (1982); Alptekin, C. (2002); Gorshenina S.N., Yakunchev M.A. (2014). Our study is also responding to the need to search for new ways of training modern professionals having ethnocultural personality and to upgrade the contents of professional education by adopting the competence-based approach (Henner, E.K. (2004); Savignon, S. (1976); Berkimbaev, K.M. et. al., (2012); Celce-Murcia, M. et. al., (1995); Sakenov, D.Zh. et. al., (2012); Onalbek Zh. K. et. al., (2013); Chown A. (1994); Nazari, A. (2007); Light, J.C. (1997). In order to foster the development of ethnopsychological competence during schooling, relevant approaches and methods are to be found, allowing future teachers and psychologists to fully develop the abilities and qualities necessary for successful performance in ethnocultural society. Of great significance, in this regard, is the information and communications environment in higher education, facilitating the setting up of the learner's holistic space for academic activity. It is not, however, fully implemented at the present stage of education development.

Our analysis of the relevant research studies has shown that the development of university students' ethnopsychological competence has not received due attention, which complicates the development of this issue in higher education. Analysis of relevant documents, real-life educational practices in higher education institutions and the surveys conducted among students and teachers have revealed that, first of all, current professional training of psychology and pedagogy students does not sufficiently take into consideration the development of students' ethnopsychological competence and, secondly, universities and colleges do not make full use of the interactive opportunities of the Internet in terms of immersion into another language and culture. All of the above has allowed us to identify the following contradictions:

– between the social commitments of higher education to train highly qualified specialists having ethnopsychological competence and the ineffective ways of organizing training in higher education institutions that make it difficult to achieve this goal;

– between the need of higher education programs for theoretical frameworks and ways of enhancing the efficiency in preparing future professionals for ethno-cultural communications and the insufficient development of methods addressing this need;

– between the society's objective need for professionals that have high ethnopsychological competence for interaction in the information and

communications environment and the insufficient use of the cognitive opportunities of interactive technologies in higher education.

The objective of the present study is to resolve these contradictions or, more specifically, to use interactive technologies in such a way that they could positively influence the development of university students' ethnopsychological competence.

Our attempts at resolving the aforementioned contradictions, both in terms of theory and practice, have led us to specify the objective of our study, which is to reveal, to provide theoretical foundations for and to carry out experimental tests on the requirements for the development of students' ethnopsychological competence based on the use of interactive technologies.

METHODS

In terms of methodology, our study is based on the key principles of the philosophy of culture, the individual's social nature and its evolution in culture; the cultural approach considering education as a cultural process in the specific educational environment filled with human meanings and aimed at developing man within the dialogue of cultures; the personality and activity-based approach comprising the unity of personal and activity components in specific social practices and creating a positive emotional and motivational atmosphere; the competence-based approach dealing with issues relating to how well students are prepared for professional life. The theoretical foundations of our study are the theories and methodologies of psychological and pedagogical researches; development of higher pedagogical education; professional activity and readiness to it; theories and technologies of pedagogical design; intercultural communication; intercultural education abroad; the theory of personal value orientation; psychological mechanisms of personality development; philosophy and methodology of education computerization; and use of information and telecommunication technologies in education. To meet the objectives of our study, we have used the following theoretical methods: the systemic method, the theoretical analysis and synthesis, abstracting, substantiation, classification, theoretical modeling, thought experiment, analysis of university regulations and resources, a comparative analysis of university curricula; a comparative analysis of various approaches to the notions of "ethnocultural communication" and "ethnopsychological competence"; and the following empirical methods: surveying, interviewing, questionnaires, testing, content analysis, analysis of students' learning outcomes, participant observation, description, transforming educational experiment, statistical data processing.

RESULTS

The comparative analysis of the notion of "ethnopsychological competence" has helped to determine its interdisciplinary character, to evaluate the evolution of

this notion and to highlight the numerous approaches to determining its content. Researchers define ethnopsychological competence as an attitude to and insight into another culture (Eisenberg, J. et. al., 2013), an aptitude for communication based on the knowledge of cultural context (Alptekin, C., 2002) and a positive attitude to the presence of various ethnocultural groups in society (Gorshenina, S.N., Yakunchev, M.A., 2014). Theoretical analysis of the research studies on this phenomenon in different academic disciplines has allowed us to propose a more precise definition of ethnopsychological competence, which is, in our view, an ability based on the knowledge of, skills and experience in ethnocultural communication facilitating the latter according to the level of one's values, which also includes personal characteristics, such as openness, tolerance, empathy, understanding, flexible and global thinking. The student's ethnopsychological competence is his or her aptitude, based on his or her knowledge of, skills and experiences in ethnocultural communication, allowing this particular person to address profession-related challenges and to engage in professional activities having to do with ethnopsychological communication according to his or her values and personal characteristics (openness, tolerance, empathy, flexible and global thinking). Ethnopsychological competence penetrates all component elements of professional competence in the structure of which ethnocultural aspects are present.

We have determined the structure of ethnopsychological competence which consists of motivational and value-oriented, cognitive, behavioral, emotional and reflexive components. The motivational and value-oriented component implies the development of the value-oriented and social readiness for ethnocultural communication. The cognitive component refers to ethnocultural knowledge. The behavioral component comprises the student's ability to address issues relating to ethnocultural interaction in his or her future professional activities and acquisition of universal behavioral patterns of ethnopsychological competence. The emotional component implies the development of emotional culture, ethnocultural responsiveness, outgoingness, empathy and positive attitudes to other cultures. The reflexive component includes the ability to be aware of and draw on one's experience of ethnocultural communication, stereotypes, prejudices and one's awareness of the world's multicultural nature and of one's own ethnocultural identity. Activity underpins the logics of the competence-based approach aimed at shaping and developing a specific type of competence. Modern interactive technologies have strong potential for stimulating the development of ethnopsychological competence, since they help set up the educational process as an ethnocultural activity that can be perceived as a prospective environment for training and for shaping and developing students' ethnopsychological competence. Analysis of the peculiarities of the university environment based on the use of interactive technologies highlights this environment's distinctive features that are most significant for the development of students' ethnopsychological competence: activity, flexibility, openness of and

liberalism in education, didactic dynamicity, multiculturalism, multimedia, social and communicative features (Duhaney, Devon. (2005); Hymes, D. (1972); Guseva V.E. (2006); Light, J.C. (1997); Gifford S. (1994). Interactive technologies are the technologies using the Internet in synchronous and asynchronous time modes aimed at developing ethnopsychological competence. We consider the use of interactive technologies in education as a targeted computer organization of the educational environment intended to promote a more efficient development of university students' ethnopsychological competence. The most common interactive technologies used in education include e-mails, discussion groups (teleconferences, mailing lists and forums), Internet conferences, online academic journals, electronic libraries, chats, instant messaging, multi-user worlds, websites or the Internet. The use of interactive technologies in training develops analytical thinking, intellectual and creative abilities and independence in enriching one's own knowledge and leads to a new level of thinking ability, the global one. Interactive technologies provide students with the opportunity to build the learning process as a "dialogue of cultures", determine the educational activities and offer students the socio-cultural and professional frameworks. Interactive technologies create ethnocultural space, in which emotions, feelings and personal qualities develop. The use of interactive technologies in higher education enhances the development of all component elements of ethnopsychological competence. It should be kept in mind, however, that all of this is possible only if interactive technologies are put to good use and meet a number of educational requirements. Analysis of relevant research on psychology and teacher training and of general requirements for the functioning of any educational system in accordance with training patterns and principles, educational practices in universities and colleges along with the peculiarities of the phenomenon under investigation have allowed us to emphasize the following educational requirements for the development of students' ethnopsychological competence based on the use of interactive technologies: adoption of ethno-cultural and axiological approaches to establishing the educational process in universities and colleges, taking into consideration ethno- and sociocultural context and area of future professional expertise; implementation into education of module programs aimed at fostering the activity that has real significance for the development of ethnopsychological competence (the content aspect); the development of educational patterns of implementation of interactive technologies into higher education with a view to design the frameworks for ethno-cultural communication and activity; the use of active teaching techniques and technologies in training; university teachers' readiness for the targeted use of interactive technologies aimed at developing students' ethnopsychological competence (organizational and technological aspect); the implementation of principles of the personality-oriented and constructivist approaches; consideration concerning personality traits and the level of development

of ethnopsychological competence; bringing students' experiences into real life; creation of success stories in higher education (personality aspect).

The use of interactive technologies to foster the development of ethnopsychological competence will only be effective if ethnocultural and axiological approaches are adopted when determining the content of education and ethnocultural activities to be undertaken in the Internet. The axiological approach to the development of ethnopsychological competence will help students to better understand their own values and those of other cultures and to develop value orientations that they will use in the future to tackle professional tasks within the framework of intercultural interaction. Figure 1 shows the mechanism for students' attribution of values of other cultures.
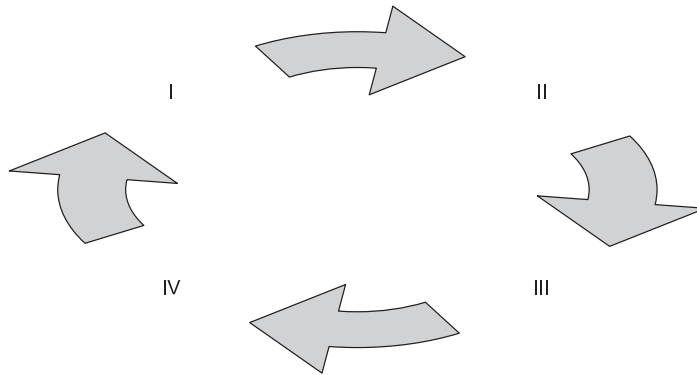
Figure 1: Mechanism for students' attribution of values of other cultures

Note to Figure 1. Mechanism for students' attribution of values of other cultures:

1. Students' cognitive activity in the Internet that is related to their value orientations in regard to their own culture and other cultures;
2. Value internalization of cultures;
3. Reflection;
4. Transformation of cultural values into individual causes of action.

As shown in Figure 1, the dialogue is the key point in the ethnocultural, axiological and context approaches. Educational process is presented as a personal interaction and a dialogue fostering understanding, awareness, compassion and openness to the world. The very notion of the dialogue connects various cultures, types of activity, behavior and value orientations in human mentality and activity. The development of students' ethnopsychological competence will be efficient if their individual qualities and the level of development of their ethnopsychological competence and subject experience are taken into consideration. Realization of reflection-based subject experience acts as a mechanism for developing students' self-awareness, fosters critical thinking in regard to current value orientations,

stereotypes and prejudices and helps reconstruct one's activities, communication and behavior. Experience in ethnocultural activities can be acquired during virtual ethnocultural communication, provided it demands assessment, reviewing, expression of personal opinion, revision of opinions and stereotypes. Such communication would stimulate students to defend their points of view, to show interest in and respect for other opinions and to recognize the world's multi-polarity and the plurality of truths.

Research Significance

At the final stage of the research study we have investigated the current development of university students' ethnopsychological competence. To determine their level (low, medium, high), we have selected the criteria showing the development of each component of ethnopsychological competence: the social (motivational and value-based), the educational (cognitive), the behavioral, the personality-based (emotional) and the reflexive ones. The *social* criteria's indicators are focus on participation in ethnocultural communication; extension of contacts in the Internet; focus on acquiring new knowledge about other cultures, on knowledge and awareness in the dialogue of cultures. The educational criteria's indicators are knowledge of the system of universal and national cultural values, background realities, attitudes, psychological and social identity typical of communication; knowledge about the fundamentals of ethnopsychological competence, psychology of ethnocultural interaction, ways to overcome barriers to communication and to avert ethnocultural conflicts; knowledge of peculiarities and of common tendencies in education systems in other cultures; knowledge about ethnocultural communication in the Internet and about online etiquette. The behavioral criteria's indicators are the ability to participate purposefully in any ethnocultural communication, to behave according to rules of another culture, to predict difficulties in ethnocultural communication, to overcome barriers to communication, to compromise, to establish partnership and cooperation, to address professional tasks related to the development of schoolchildren's ethnopsychological competence and to be tolerant. The *personality-oriented* criteria's indicators include a positive attitude to values, value orientations and other cultures; consistent emotional attitudes to ethnocultural communication; ethnocultural open-mindedness, responsiveness an emotional understanding of others; manifestations of empathy. The educational criteria's indicators comprise the ability to classify and analyze one's own experiences in the dialogue of cultures, to critically rethink and modify one's own attitudes to other cultures owing to expansion of skills and experience in ethnocultural communication; awareness of the multicultural nature of modern cultural societies; self-awareness as a multicultural subject; the ability to speculate on one's own ethnocultural activities and to assess professional and teaching tasks in ethnocultural communication. At the final stage of the pedagogical experiment, our analysis of the materials obtained from

surveys, interviews, questionnaires have confirmed the low level of development of the component elements of students' ethnopsychological competence. At this stage of our research study, the obtained results have confirmed the revealed contradictions and led to the following conclusions: ethnopsychological competence has not become the cornerstone principle in university student training, despite the requirements of modern education; students' ethnopsychological competence indicators are relatively low; students lack experience in terms of ethnocultural communication in the Internet. Students' ethnopsychological competence can be enhanced by creating necessary conditions for using interactive technologies in various ethnocultural activities. The aforementioned experiment resulted in the development and testing of the following: the module-based educational program, entitled "Ethnopsychological competence" and consisting of linguistic and psychological trainings drawing on materials from ethnocultural and professional teacher Internet websites. The outcomes of and the observations made during experimental training have shown that students become more tolerant and open to new cultures, develop greater awareness of and reject their own stereotypes and prejudices, adopt a positive, instead of a negative, attitude to other cultures and people and become more aware of their own ethnocultural identity. Using interactive technologies leads to an increase in new knowledge, to the development of the ability to carry out a critical analysis of information and, finally, to a more effective interaction in virtual and real ethnocultural communication.
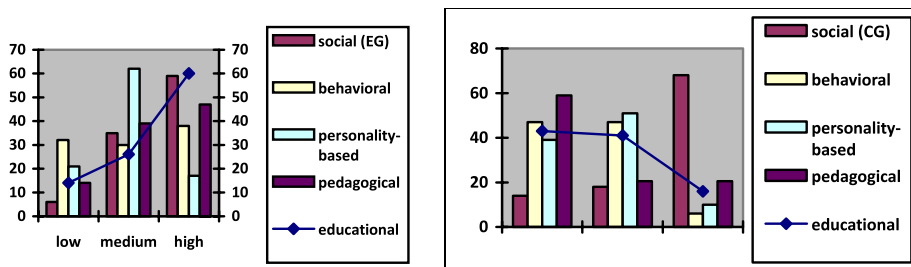
Figure 2: Indicators of the development of ethnopsychological competence criteria in the experimental (EG) and control groups (CG) at the final stage of experimental training

Analysis of the experiment results (Figure 2) has revealed a positive development of all components of ethnopsychological competence in the experimental groups (EG), while this development has been insignificant in the control groups (CG). A comprehensive assessment of students' development of their ethnopsychological competence according to C. Pearson's χ^2 test has confirmed this trend. Experimental data lead to the conclusion that educational conditions for the development of students' ethnopsychological competence based on the use of interactive technologies in higher education produce positive changes in the development of ethnopsychological competence. A tendency towards this phenomenon's growth

throughout the transformation stage in the experimental groups has confirmed the validity and efficiency of the proposed set of conditions.

DISCUSSION

Prospective teachers' ethnopsychological competence is the ability based on ethnocultural communication skills and experiences, which facilitates addressing professional challenges and engaging into professional activities that are related to ethnocultural communication according to one's level of values and personal characteristics (openness, tolerance, empathy, understanding, flexible and global thinking). University students' understanding of ethnopsychological competence as a holistic personality formation underpins the development of this competence, while its structure reflects the essential features of this notion and comprises the motivational and value-oriented, cognitive, behavioral, emotional and reflexive components. Taking into consideration these components, the development of ethnopsychological competence is aimed at shaping one's axiological and social readiness for intercultural communication; at acquiring knowledge about universal cultural values and differences, psychology of cultural interaction and ethnocultural differences in ethno-psychology; at developing the ability to tackle problems in terms of ethnocultural interaction and development of students' ethnopsychological competence in their professional life; at acquiring universal behavioral patterns for manifesting ethnopsychological competence, experience in revealing and resolving current issues relating to the formation and development of ethnopsychological competence for professional purposes; at the development of emotional ethnoculture, tolerance, empathy and intellectual flexibility; at the development of the ability to perceive oneself as ethnocultural subject, to be aware of and reject prejudices and to reconsider one's ethnopsychological communication experiences. The development of ethnopsychological competence occurs in the course of ethnocultural activity. Interactive technologies acting as organizing elements of such activities refer to network technologies using the Internet in synchronous and asynchronous time modes aimed at developing ethnopsychological competence for educational purposes. Cognitive characteristics and possibilities of interactive technologies foster the formation of the training foundations and the environment necessary for ethnocultural interaction; they draw on directly on the principle of the dialogue of cultures, promote the cultural context and that of students' prospective professional activities, help create success stories and form the cultural space, in which emotions, feelings and personal qualities can develop.

Educational conditions for the development of students' ethnopsychological competence based on the use of interactive technologies represent a higher education setup through the ethnocultural and axiological approaches taking into consideration the ethnocultural and professional contexts; providing training programs with module-based curricula aimed at implementing activities that are of great

significance for the development of ethnopsychological competence (the content aspect); the implementation of interactive technologies into university programs with a view of designing the environment for ethnocultural communication and activity; the use of active learning methods and of new teaching technologies in education; university teachers' preparedness for the targeted use of interactive technologies in order to develop students' ethnopsychological competence (the organizational and technological aspect); applying the principles of the personality-based and constructivist approaches; taking into consideration individual characteristics and ethnopsychological competence proficiency; making use of students' subjective experiences; creating success stories in higher education (the personality aspect).

CONCLUSION

In conclusion, ethnopsychological competence is an important and necessary component in university student training in accordance with modern requirements for and tendencies in education development. The revealed cognitive features, functions and possibilities of interactive technologies confirm their efficiency in terms of the development of university students' ethnopsychological competence. The latter is made possible owing to the implementation of a wide array of interactive technologies, which comprises the content, organizational, technological and personality-based aspects into education.

Recommendations for use: the outcomes of our study on the development of students' ethnopsychological competence based on the use of interactive technologies may be used in the organization of educational activities in higher education and in continuing education programs in the field of ethnocultural communication; some materials can be used in advanced teacher training programs.

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