

CONTEMPORARY TENDENCIES OF SOCIAL TUTORING IN PERIOD OF MULTICULTURALISM: MORAL CHARACTERISTIC

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Relevance of organizing socially oriented education is caused by multinational and multicultural society in almost every country nowadays. It assumes the analysis of principles and conditions that allow to construct socio oriented educational process. The purpose of the article is to characterize features, which educators should form in their pupils choosing special educational activities, forms, methods and techniques. The leading approaches to research of this problem are intercultural, problem and communicative ones, allowed to define principles, and goals of tutoring in multiculturalism. The main results of research consist in systematization of a technique of forming socio-oriented qualities at students. In order to realize principles a number of requirements were defined: involvement into educational activities not only the educational staff, but representatives of governmental, and civic structures and development of significant qualities of personality at socially significant level: both cultural and public and at individually significant level. Materials of the paper can be useful for university teachers and post-graduate students.

Keywords: social-oriented education ; intercultural approach ; educational technologies.

INTRODUCTION

In the process of international integration and globalization, that take place in many democratic countries, which in the majority are the multinational and multicultural states the problem of education becomes of great interest among the increasing number of researchers, teachers and politicians. Moreover, current migration of the peoples sometimes brings to occurrence of problems of disagreement and misunderstanding because of the differences in cultures, customs and traditions. Socialization of children, teenagers and young people generation suffers major changes under the era of mass communications, the Internet, cyberspace, shift of values of the transition stage being undergone in Russia, etc. (Asmolov, 2011). Education becomes powerful sociocultural force outlining strategy of development of Russia for the decades ahead (Pankova, 2004). All existing difficulties mean the necessity to change approaches in the process of socialization of younger generations that will define development of educational direction of pedagogical thought. Judgement and understanding of socio oriented education in the conditions of multinational and multicultural society make this procedure a result of purposeful activity of the government, community, teachers and a family on formation of conscious, socially active and responsible citizens.

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This route will allow defining education process as the pedagogical impact on pupils directed on formation at recipients (children, students and adults) a set of democratic, universal and cultural moral values. It will help them to gain public, political, economic, cultural knowledge; receive skills and experience of active participations in social life; understand values; respect public foundations and traditions, and aspiration to carry out the duties and be responsible before society and the state (Fakhrutdinova, 2014). Such understanding of education means the existence of the following principles:

- 1) The continuous apprehension of education at all stages of formation of the personality covering all population;
- 2) Obligatory compliance and respect of human rights, democratic principles and laws;
- 3) Superior attention to the cultural heritage and socially significant traditions concerning preservation of the developed public foundations;
- 4) Greater devotion to development of society, understanding, acceptance and respect of all people;
- 5) Realization of education at the regional or local level according to national, social, cultural and historical traditions;
- 6) Understanding of process of education as an instrument of development of tolerance, fight against racism, xenophobia, violence, aggressive nationalism;
- 7) Maintenance of public consent, social justice and public benefit (Fakhrutdinova, 2014).

In order to realize above-mentioned principles there are a number of requirements:

Involvement of the staff of educational institutions, the state, representatives of communities, representatives of local government, scientists, cultures and active citizens in educational activity because a society is supported and improved by the consistent education and formation of younger generations;

Formation of cultural values is carried out since childhood;

Socio-oriented education has the following structure: democratic, social, cultural, moral national and universal values, corresponding knowledge and skills, which allow creating active living position of the personality.

METHODOLOGICAL FRAMEWORK

According to many representatives of the pedagogical society and researchers of socio-oriented education (Mudrik, 1997) involvement of children in socially significant activity and cultivation of assurance to cultural, moral, national wealth at the earliest stages of formation of the personality and continuing this process throughout all course is very essential. Since initial classes, the corresponding knowledge and skills may be fulfilled in small groups; it allows to exchange opinions

and to make the plans of further action proportional with age and the level of readiness (Basharova, 2014). It is important to teach to listen to the interlocutor very carefully and kindly or demonstrate how to criticize his words, ideas resolving appearing conflicts, involving intermediaries or making a compromise that will lead to consent. Studying traditions and foundations accepted in the society in a game form will allow understanding their value and meaning better. Pupils of the senior steps of training can and have to develop not only theoretical knowledge, but also improve skills of control and influence on public and cultural life of local community and region. Educational institutions as well as families must teach and involve children in carrying out sociological researches, to accustom them to interaction and communication with the organizations, government and mass media by means of electronic resources. It is necessary to form in children such ability to verbalize thought or idea proficiently, to confirm it with the facts, to put arguments forward, and not just to communicate “in contact”, through “Facebook” and other social networks but with each other. The following skills and activities may develop a feeling of belonging to the society and help to understand the status of traditions and cultural and national values of the people living in one territory:

- using information that is stored in libraries (electronic and classical);
- searching information in the Internet; speaking on the telephone;
- communicating at all levels;
- coming into personal contacts;
- using mass media (Fakhrutdinova, 2014; Mulyukova, 2014).

The education programs design scenarios signify preparation for active, effective interaction, which is a logical and integral component of the education aimed at opportunity to apply under the leadership of the skilled and qualified tutors the received theoretical skills in practice. Это определяет важность формирования ряда интеллектуальных и практических навыков у учащихся на всех уровнях The need dictated by democratic way of the Russian society consists in formation at pupils of the importance to take part in cultural and public life. It defines importance of formation of a number of intellectual and practical skills at pupils at all levels (Fakhrutdinova, 2014). Thus, an active public and civic attitude developing slowly, it starts being formed in a family, further it is improved at school, society, circles and civic organizations visited by the child and is under creation on studying and understanding of cultural heritage of various people living in one territory. Teachers thus have to distinguish that the gained experience conducts to understanding of the importance of the responsible attitude towards various cultures and traditions within society by the person.

RESULTS

Thus, we can speak about the importance of formation of personally significant and socially significant qualities of the character while organizing socio-oriented

educational process in the conditions of multinational and multicultural society. To the first block of socially major qualities of personality, we refer:

- the readiness for continuous self-improvement;
- commitment;
- personal responsibility for acts and made decisions;
- self-discipline and respect of human dignity of each person;
- vision of perspectives of career development;
- intellectual curiosity;
- respect for the cultural heritage;
- understanding of one's own place in the surrounding multicultural world;
- the corresponding honesty in relation to itself and people around;
- the initiative based on responsibility in relation to the acts;
- concern in one's own benefit and benefit of others.

Moreover, a significant component when forming the personality is precaution to how the acts made by this personality can be reflected further in other people, and also belief in human dignity and equality, a habit to judge something and to arrive from the position accepted in the society of morals (Khusainova, 2014; Fakhrutdinova, 2014).

To the next block of significant potentials of character, the authors refer:

- *at the individual and interpersonal level*: goodwill; feeling of respect for another; understanding and acceptance of a point of view of others; readiness to make a compromise; communicative skills; tolerance; readiness to be responsible for unforeseen consequences of the actions;
- *at the socially significant level*: observance of the law; critical evaluation of the events; care of the public benefit; aspiration to resolve the conflicts; readiness for collaboration for the public good;
- *at the cultural and public level*: demonstration of understanding of cultural heritage and deposits of various cultures to public foundations; aspiration to keep multicultural heritage of the country (Fakhrutdinova, 2014).

DISCUSSIONS

The problem of socio-oriented education was considered in respect of studying of humanistic philosophical regulations about a person, predestination as the major value and subject of the social relations and developments (Abulkhanov-Slavskaya, 1991; Berdyaev, 1989; Gershunsky, 1998; Vygotsky, 1982; Sukhomlinsky, 1981) and also modern scientists (Ananyev, 1997; Zimnyaya, 2002; Kiryakova, 1996; Slastenin, 1997) studied anthropological views on education of the person, all his

relations with the world. Of great importance were the works on social and pedagogical theories connected with socialization and education of the personality in regard of self-determination by A.B. Mudrik (1997), S.P. Ivanenkov (1999) and others.

CONCLUSION

Based on the studied material in modern representation the purpose of socio-oriented education in the conditions of multinational and consequently multicultural society is to create active living position at the pupil on the basis of acceptance of democratic, cultural, universal, moral values by the individual and by transfer of the corresponding knowledge and development of personal qualities. Among the problems of socio-oriented education there are:

- creation of democratic, cultural, universal, moral values;
- preparation of citizens for the active and informed participation in work of associations of public organizations and valid cooperation with the government, religious bodies and among themselves;
- formation of readiness for maintenance of wellbeing in society;
- the ability to make the crucial decisions which do not offend views of representatives of various cultures living in society;
- support and development of a sense of responsibility;
- civilized democratic, tolerant behavior and an active civic and public position (Khusainova 2014; Fakhrutdinova, 2014).

Defining the strategy of educational activity, it is possible to claim that the way to creation of “quiet society” has to go “through information and education, development of consciousness, experience of overcoming of contradictions and ability to criticism, to creative activity, to mastering skills on independent decision-making in cultural, social, economic and political areas” (Fakhrutdinova, 2014; Mulyukova, 2014; Maslennikova, 2014). Socio-oriented education of pupils in the conditions of multinational and multi-cultural society is carried out in churches, communities, children’s, youth, public organizations, through mass media, in educational institutions, in a family. Thus, by us it is revealed that socio-oriented education is realized according to national, social, cultural and historical traditions of the people living in each specifically taken territory. The modern socio-oriented understanding of education can be presented in research in the form of the triplex structure constructed on knowledge, skills of citizens (intellectual and practical), personally significant and socially significant, and also an active living and civic stand.

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