

## THE ISSUE OF THE ETHNIC RELATIONS IN A HIGH SCHOOL'S CONDITIONS

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The relevance of research: Relevance of the researching problem is caused by the revival of all people national cultures, which is happening in Russia and in this connection there are various problems, one of which concerns the international relations in the student's environment. The purposes of article consists in studying of the international relations among students of various nationalities. The leading method of research of this problem is the questioning allowing to consider and study the attitude of students towards culture of the and other people, the relation to religion, studying of interpersonal interaction, to give an assessment to the international relations in the student's environment. Results of questioning on the following blocks are presented in article: 1st block - the attitudes of respondents students of the different nations towards the culture and towards cultures of other people; The 2nd block - the relations of respondents students to various religious trends, associations, the organizations; The 3rd block - interpersonal interactions among respondents students, the 4th block - studying of qualities of Russians and Chechens in representations of respondents – the students having belonging to the Ukrainian and Tatar nations. The existing international relations revealed by means of questioning in the student's environment, can be useful to deputy directors of educational work, methodologists, curators, teachers, experts psychologists, sociologists, ethnologists during the work with students of multinational university.

**Keywords:** international relations, student's environment, the youth, the conflicts, interpersonal relations.

### INTRODUCTION

#### Research actuality

As any person cannot live without any relationships with other people, and any ethnic community is not capable to exist in absolute isolation from other nations. Now around the world and in Russia, the problem of the international relations moves to the forefront. This situation is aggravated with the happening crises happening in the Russian Federation as they aggravate ethnic phobias, influence emergence of intensity in the international relations and the conflicts. The problem of the international relations always was and will be actual in Russia as it is the multinational country and the question of the international relations will be always present at its society. Multinational society is always less stable, than uniform. Big difficulty in these relations is experienced by youth whose persons continue to be formed (Vyatkin & Hotinets, 1996).

Stratification of society on the rich and the poor involves changes in the interpersonal relations, as well as in the international relations between demographic

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communities. In these communities the youth is vulnerable group as it is considered fertile audience for various promotion of destabilization of these relations.

This group – one of the primary demographic groups of our society. This social group takes active part in all spheres of activity of society and plays not the last a role in development of society and the country in general. Participating in social and economic, political and cultural and spiritual spheres, the youth brings new views, the relations and values which influence further development of the state in general. Recently the youth takes active part in the electoral companies that speaks about an inclusiveness and in public life of the country (Soldatova, 2008; Olkhovaya et al., 2016).

Views of young people of ethnic development, understanding and development of this process will affect the further course of restoration and development of national cultures and the international relations.

Revival of national cultures of the different people living in the territory of Russia, restoration of traditions, ceremonies, language rises a question of the international relations. More than 190 nations live in Russia.

Unfortunately, in modern Russian society growth of ethnic and national consciousness which leads among youth to collision of interests, growth of international hostility and other ethnic groups recently is observed. All this can lead to emergence in mentality of the young man of germs of ethnocentrism, chauvinism, xenophobia, ethnic and racial prejudices (Barinova & Karimov, 2014; Yarullin, Prichinin & Sharipova, 2016).

Early the received and recorded installations are fixed in youth and further it is very difficult to change them. Today's youth is future adults of the XXI century and the subsequent to them generations. The stereotypes which developed in their consciousness, preferences, orientations influence their behavior throughout all their life. Their national culture forms in them the identity of society, and it to culture, are trained, by means of direct and indirect communication (Gadzhiyev, 2008).

The international relations represent very specific area of activity of each ethnos. In - the first, the maintenance of the interethnic relations depends on ability of their participants to understand each other and to reach consent. In - the second, the interethnic relations have complex multidimensional character (Platonov, 2012).

Unfortunately, in the late eighties, the beginning of the 90th years in some regions of the country there was an aggravation of the international relations, there were an intolerance, the conflicts on an international basis. They beat out people from normal life, and in some cases lead to the numerous victims. Such relations can lead to general trouble which examples are collisions of Armenians with Azerbaijanians for the Nagorno-Karabakh area. War in Abkhazia with Georgia. In the Suburb between Ossetians and Ingushs. Collisions in Transnistria between Moldavians and Russians.

On April 21, 2001 riots in Moscow in the market in Yasenevo. Azerbaijanian dealers suffered. On October 30, 2001 in Moscow, there were collisions in which about 300 people participated. The young people armed with metal rods beat dealers from the Caucasus. In the regional center of Chistoozerye of the Kurgan region in 2002 there was a fight between Russians and Chechens in which young people, about 400 people participated. In Nalchik in 2003 mass fights of beating of students from Chechnya were recorded. In 2005 there was a fight between Avars and Chechens. In the village of Yandyka of the Astrakhan region between Kalmyks with Chechens. In the city of Salsk in 2006 there were collisions between local population and Dagestanis. 2010 in Krasnodar Krai, collision between spending vacation from Chechnya and group of locals at a recreation camp. 2011 began with fixing of a mass fight between Russians and Dagestanis in the settlement of Kobralovo.

Apparently from the analysed statistical information international tension in society is fueled recently. In the face of those calls which are put before the person by a modern civilization creation of the benevolent international relations is the main objective on which solution safety of society depends.

The system of the higher education should not remain at all away from this problem as in higher education institutions students of different nationalities and the nations are trained. The highest educational institutions are considered as significant social institutes.

Higher education institutions are urged not only to form system of knowledge and professional skills, but also to exert direct impact on the identity of students, increasing the level of their social and psychological competence and psychological culture therefore development of tolerance has to be here on one of priority places. Besides, as researchers note (Klyuchnik, 2005), the student's age is an important stage in which the ethnic consciousness is formed.

During training in higher education institutions the international relations of young people expand system of their ideas of the world in which it lives. In work "Design of the individual program of training as conditions of realization of FGOS" (Barinov & Karunas, 2015), published in the Kazan pedagogical magazine, note that the student's age represents crisis transition between youth and a maturity during which in the personality there are multidimensional, difficult processes: finding of adult identity and new relation to the world and people around.

All this increases the responsibility of university education for the future of Russia, for on what way it will go as processes of interethnic interaction will develop. But, unfortunately, today it is possible to note what in some higher education institutions is poorly conducted, and in some and it is not conducted active work in this direction at all. The modern Russian system of the higher education does not guarantee today formation of the positive international relations as in the student's environment negative behavioural reactions to representatives of other nations are observed.

Becoming carriers of such negative installations, future graduates can become to form intellectual elite which will participate the Russian policy in the 21st century.

## **MATERIALS AND METHODS**

### **Methods of research**

In the course of research the following methods were used: theoretical (analysis; generalization); diagnostic (questioning); empirical (studying of statistical data, supervision); experimental (the stating experiment).

### **Experimental base of research**

Skilled and experimental base of research was the V.I. Vernadsky Crimean Federal University, Yalta, Russia.

### **Research phases**

Research of a problem was carried out in three steps:

the first investigation phase carried out: studying of the problem field on the basis of the analysis of theoretical base; statement of research tasks; development and experiment planning, selection of a method of research.

the second stage of experiment turned on research blocks:

1st block - the attitudes of respondents students of the different nations towards the culture and towards cultures of other people;

2nd block - the relations of respondents students to various religious trends, associations, the organizations;

3rd block - interpersonal interactions among respondents students;

4th block - studying of qualities of Russians and Chechens in representations of respondents – the students having belonging to the Ukrainian and Tatar nations.

at the third stage experimental work was complete, the general results of research are summed up, the analysis of the received results is carried out.

## **RESULTS**

### **The stating experiment**

The happening changes in numerical structure of the Crimean society can be explained with the fact that on the historical homeland quite considerable number of the deported citizens, generally – the Crimean Tatars, Armenians, Bulgarians and Germans returned. Over 80 nationalities, the most numerous of them – Russians (65 – 70%), the Crimean Tatars (18%), Ukrainians (10 – 15%) live in the Crimea. The management of statistics in the ARC reports: the number of the arrived migrants – 17,5 thousand in comparison with the corresponding period of last year increased

by 1 thousand people, or for 7%. Active migratory processes are noted in the Pike perch where the frequency of arrival made 31,7 people on 1 thousand population.

In 2015 in FGAEC HE “The Crimean federal university of V. I. Vernadsky” in Yalta, an attempt of studying of culture of the international relations in the student’s environment was made. Selection was any, questioning – voluntary and anonymous. Participation in questioning accepted 60 people (28 young men and 32 girls), aged from 18 till 22 years. The culture of the international relations in the student’s environment was studied by means of the questionnaire from 25 questions. Took part in selection: Russians, Ukrainians, Tatars, Chechens, Belarusians, Jews, Armenians.

#### **Results of studying of the attitudes of respondents students of the different nations towards the culture and to cultures of other people**

The carried-out analysis of the obtained empirical data of the questionnaire including the attitude towards the culture and the attitude towards cultures of other people the following conclusions were drawn.

46% of students, well know the culture, 30% consider that it is necessary to keep national culture of the people. Only 16% of students are familiar with culture of other nationalities living in the Crimea, and 8% of students do not aspire to it. Allocating specifically the question concerning culture of the people the following results were received. About culture of other people showed willingness to know – 76% and 24% of students are focused on safety of the culture.

#### **Results of studying of the relations of respondents students to various religious trends, associations, organizations**

Analysis of the block of questions of the relation of students to various religious trends, associations, organizations.

42% of students quietly concern to people of other religious trends, associations, the organizations. 29% answered that they practise Islam. 22% answered that they profess Christianity, 14% answered that they believe in existence of the Highest forces, but do not practise any religion, at 35% the atheistic relations to religious trends, associations, the organizations were revealed.

Also it was succeeded with the help of questions to reveal that only a half of students, from among believers, only every second observes religious practices.

#### **Results of studying of interpersonal interactions of students**

Analyzing the questions directed to studying of interpersonal interaction the following results were received.

Most of students without aggression are positive to representatives of other nationalities. It can be explained with the fact that it in society and in higher education institutions is rather widely propagandized manifestations of ethnic tolerance.

78% of students willingly communicate with people of other nationalities; they do not attach significance to a national identity of the person. During communication of 22% of respondents, students consider a national identity.

The attitude towards national customs and traditions of 45% of respondents defines how positive as it allows to keep the originality, and 55% - as negative as it complicates international communication.

Studying of the relations concerning creation of international marriages was revealed by the following data. 44% of students are positive to international marriages. 56% noted that they in their families do not welcome this union.

As for studying of the international relations in higher education institutions, it was revealed that 38% of respondents students were never influenced by discrimination on a national sign. 34% of students estimate the international relations in higher education institutions as good, and 28% - as usual, "normal".

On a question: "How you consider what measures should be undertaken in work with students for creation of the frictionless international relations in the student's environment?" Answers and offers were the following. 46% of students offered, to tell more about culture and customs of other people. 54% of respondents consider that it is necessary as often as possible holds joint events. To organize and spend "Days of culture of the concrete nation".

To distribute in social consciousness positive information on a cultural originality, the people inhabiting R.F. which appeared in the course of migratory movements about a contribution of representatives of these ethnic groups to economic and cultural life of the country. To focus students on active development of cultural history of the ethnos, its traditions.

Creation of conditions for acquaintance of youth with religions and their role, traditional for Russia, in society.

Further research of the international relations among students concerned the existing elements of bias and negativism in these relations.

65% of respondents have friends from other nationalities. 20% declare that with some nationalities it is unpleasant to them to communicate and see them in the city. 15% - build the relation proceeding from an ethnic origin of the specific person. Respondents also consider that presence of a national identity at the subject of the relations can create the peculiar barrier interfering creation of international communications though many of respondents, and them 74% were revealed consider that in everyday life the national sign, has only information character and does not play an important role in creation of the relations.

Speak about barriers to 21% of respondents. The students who arrived from 45% experience oppression on a national sign, and 31% could not be determined by the matter unambiguously.

In the Russian passports there is no column "nationality" today, thereby at reception on training and work it is possible to assume that many students will

avoid oppression on a national sign. From the interrogated students of 57% consider that lack of this column will help them easier to adapt with new educational space, but 43% stated the negative relation as they consider each person has to know the culture and to be part it and absence for them this column offensively.

The international relations influence all parties of activity of society (political, economic, social, and also psychological) which are among themselves very closely connected. Violation of functioning of one of spheres, I suffer all others.

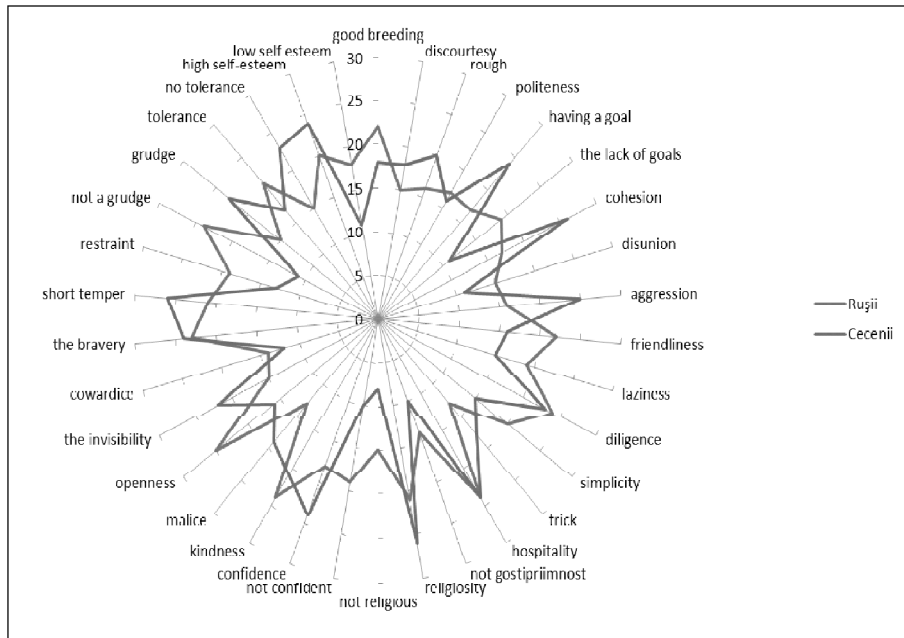
In the student's environment there is no unambiguous understanding of how national processes develop. So 28% consider that national distinctions will be erased both in the future and as a result there will be a uniform civilization; 9% think that in the future there will be only large megalopolises; 29% assume that the number of the people will not change soon and in the future there will be no enormous changes; 15% of respondents consider that in process of society, one nations quit the historical stage and new appear; 19% could not formulate the opinion in this occasion.

As the reasons of the majority of various conflicts of 48% of respondents considers international relations, 52%, on the contrary, consider that forcing in the international relations is created artificially for achievement of these or those purposes.

As for studying of national feelings, at most of respondents they are not staticized in everyday life.

But if, the national side of the people which possess the person is mentioned, there are negative international manifestations. It will strongly wound the person and scars his memory forcing to take any actions. One more powerful factor of national mobilization is participation or empathy to any general success or achievement.

One more factor which managed to be revealed during research is that 69% of respondents, despite the interest in other people and desire to communicate with their representatives, nevertheless it is not ready to the international relations. Students do not think of the behavior at all, being in other countries and regions, to creation of the relations with representatives of other nations, and dare to behave as it is convenient to them. But such inability and unwillingness to consider a stereotype of behavior of other people and to change according to it the behavior most often are a source of misunderstanding and intensity in the international relations. Only 21% of respondents declared that they try to adapt to behavior of the nation with which they are in the relations. 10% of students show always the best qualities as consider that they on their behavior will judge all nation which member they are.



**Figure 1:** Personal qualities of Russians and Chechens in representations of students (Ukrainians and Tatars)

Respondents consider that the following qualities are inherent in Chechens: presence of the purpose, unity, aggression, confidence, reserve, irascibility, rancor, intolerance and existence of a high self-assessment.

At representatives of the Russian nation the following qualities were marked out: good breeding, friendliness, kindness, openness, not rancor, tolerance

The following qualities are inherent in both nations: diligence, bravery, hospitality, religiousness.

Such contradictory attributions which are the cornerstone of the international relations of students undoubtedly, make the hidden factor of possible international friction and even the conflicts for the time being.

Therefore, they should not be ignored by those subjects of this space who are interested in creation to the positive atmosphere and high international culture of educational institution, and those on whom adoption of the relevant decisions depends.

Thus, formation of the positive international relations is one of the main components of a package of measures directed to formation of a healthy international situation.

In the student's environment the general system of values and installations providing unity of multinational Russian society has to be formed.



Today's students, considered as future intellectual elite of the country has to become the active conductor of idea of multiculturalism, guaranteeing thereby stable development of society.

In researches (Avksentyev & Shapovalov, 1997) and some other researchers the considerable empirical and theoretical material allowing to say that it the interpersonal relations of students is caused, first, by age features of this social group, secondly, features of activity inherent in it is saved up.

## **DISCUSSIONS**

Problems of the international relations are particularly acute today enough. In recent years in connection with migration in various regions of the Russian Federation appeared many refugees and displaced persons. Their international relations sometimes have intense character.

Manifestation of symptoms of intolerance and violence on the basis of a national identity is especially peculiar to youth (Vyatkin & Hotinets, 2006).

In this regard there is a problem of formation at students of respect for cultural traditions and features of national mentality of other nations.

Before the highest education there is a complex of the problems connected with a question of the international relations of students in polycultural space today.

Among them - development of the personality by means of enrichment of consciousness of the identity of national values of different cultures, ethnopedagogical education of youth for the purpose of expansion and deepening of its ethnocultural representations; formirovaniye outlooks, intelligence of international otnoksheniye, and the most important are a formation of the tolerant relation of students in polycultural educational space to provide unconflictive, harmonious interaction of various cultures (Shlyagina, 2007).

Problems of the international relations are considered in works of such researchers as Arutyunov, 1998; Gasanov, 1997; Sobkin, 2006; Asmolov & Shlyagina, 2004.

Questions of relationship between the people are in detail investigated in the complex monograph (Platonova, 2012).

To research of problems of the international relations, international marriages and cross-cultural interaction are engaged (Makarova, 2009; Mussina, 2008; Stolyarova, 2004; Titova, 1999).

In Udmurtia results of researches of ethnosocial processes received the reflection in works (Vladykina, 2001). It is also possible to note work (Shklyayeva, 2000), covers some ethnic aspects of the international relations (Krysko, 2002).

The analysis of literature and educational practice of the higher school allowed to come to a conclusion that it unfortunately of the concrete works which are taking up a question of the international relations in the student's environment of higher education institutions in the previous researches was not considered. The

fact that the student's age is a time of achievements, prompt accumulation of knowledge, abilities, formation of morality, finding of a new social position, to formation of tolerance and other personal psychological qualities is not considered by scientists.

Thus, the knowledge of psychological features of student's age at the present stage becomes very important and necessary phenomenon in psychology of the higher school as only the sphere of the higher education is capable to resolve at the level issues of the international relations between students of various nationalities where the polycultural educational space of higher education institutions acts as a condition of preservation of a variety of cultures, ethnoses, religions of all nations.

### **CONCLUSION**

On the basis of the conducted research it is possible to draw conclusions that it is necessary to reflect in the teaching and educational block, humanistic ideas as it is established that quality of the international relations of students in many respects depends on the choice of various means, forms, approaches of their formation in higher education institution.

Practice of involvement in the international relations of students which promote rapprochement of other students with ethnocultural distinctions is necessary.

Such preparation has to be focused on the ethnofocused personality, her knowledge, ability and ability to behave adequately in difficult cross-cultural situations, and also to be ready for adequate response to external influences.

Results of the first block direct further work to disclosure in cultures of the Russian people of the general elements and traditions allowing to live in peace as degree of constructibility of the international relations depends on an optimum combination students of ethnocultural knowledge of the culture, customs, traditions, norms, values with culture of other people, on studying of unique original lines in cultures of the people of Russia and the world as quality of the international relations depends on activity and an inclusiveness of students in cross-cultural contacts and their readiness for moral acts. Results of the second block direct further work to studying of the relations of modern students to various religious trends, associations, the organizations as the spiritual party of the personality represents the world of her feelings. The obtained data on the third block I focus further work on formation of the international contacts caused by intellectual opportunities of students which help them easily and to operate freely with ethnocultural knowledge in practice of international interaction. It is established that dynamics of cross-cultural contact will depend on quality of relationship (communication) between representatives of different cultures. Results of the fourth block focus further work on the international integration assuming association of the nations through various spheres of public life, relying on personal qualities of the concrete nation.

### ***Recommendations***

Materials of this article can be useful to teachers, curators working in the highest education and also can be used by practical psychologists for the comparative characteristic of the researches in the field. Youth today – the leading group of any national community therefore it is necessary to use most effectively all positive tendencies revealed during research. And creation of the positive international relations through training, education and education were, is and will be the main directions in overcoming of spiritual crisis.

In the course of research there were new questions and problems needing the decision. It is necessary to continue researches on studying of personal and psychological features of representatives of various nationalities coming to the highest educational institutions, for the purpose of prevention dressed up conflict situations. To form tolerant behavior, mutual respect and goodwill, mutual support in an entrance of joint creative actions of students of various nationalities.

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