

ETHNO-SOCIOCULTURAL DEVIATIONS IN THE EDUCATIONAL ENVIRONMENT OF THE MODERN EURASIAN HIGHER EDUCATION INSTITUTION AS A REFLECTION OF TRANSCULTURAL GLOBALIZATION FACTORS

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Abstract: In the XXI century socio-political communications as well as the functions of leader have underwent profound changes. In the middle of the second decade of the XXI century a communication system in educational and social policies has changed from a slow one-sided process having quite information character for the most part to a poly-variative communication that has caused some social deviations and conflicts in the conditions of multipolarity of an education sector and personal development. Ongoing changes in the sphere of higher education in the context of globalization to a greater or lesser extent have affected educational institutions of all Eurasian countries. These changes in their turn are the grounds for the educational market creation in planetary terms. Along with its traditional functions education today is the market also. And such is the market structure of communications that in the conditions of increasing competition between higher education institutions in search of students the educational market players must overcome language, mental, national, cultural, historical and pedagogical divides. While mass media has being developed the citizens have got much more opportunities to keep tabs on politicians' actions so long as mass media have been included in competition for event interpretations. In some states the fight began in the middle of the XX century, others have yet to experience. During the information era each deal of politicians potentially becomes an object to be discussed many segments of population. And the Internet sphere already discusses assignment of the new Minister of Education and Science of the Russian Federation in a variety of aspects. The construction of professional identity in the conditions of globalization is characterized, on the one hand, by isolation, distancing from other national and ethnic, social groups, searches for collective national Self, on the other hand, by inclusion of a resource of identity as a prize in competition for positions in the globalizing world (Council of Federations ..., 2016). In the conditions of social and economic update of Russia there is the significant increase of intensity

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and proneness to conflict in all spheres of social activity, including in the education system. The conflict is caused by economic, political, ideological, cultural and other factors of public life. Identity in the context of globalization is a process of differentiation, fragmentarization, complementarity of systemic and subjective factors. The complexity of the identification process of identity of a teacher consists in the multidimensionality of identity criteria, actualization of political, social, cultural and symbolical capitals. Cross-cultural conflicts, being a natural show of the urgent contradictions in education, have an essential impact on activity of educational systems, the quality of their operation and development in time. There is here a bruising matter in the form of a conflict of interests of higher education national systems (first of all, their cultural aspect) and interests of transnational educational corporations (an economic aspect). The goal of this research is to prove the need for the personality to be developed in the context of globalization and to offer certain practical ways of its construction in the conditions of university education. Transcultural competence of the personality as a peculiar navigation system allows the individual, being in the supercultural space, to overcome the subjectivity of estimate of friend and foe with their distinctions, to hold each of them and to take up an individual position in a dialogue of cultures. The paper has presented the results of the approbation of teaching methods directed on the construction of transcultural competence of the personality.

Keywords: Identity, deviation, globalization, conflict, destructive factors, transcultural personality.

INTRODUCTION

In the modern conditions the role and value of effective social management increases in various spheres of human activity. The study is demanded by a condition of the emergence and regulation of social conflicts in the educational environment. Practice shows the futility of efforts to achieve a frictionless condition of the education system therefore it is more rational to direct the efforts of researchers to find effective technologies, mechanisms of management of conflicts.

The concept *globalization* is often used in all spheres of activity of the individual and at the same time complex to be defined. While modern scientists dispute about the definitions, pros and cons, globalization processes searched into a porous structure of society. They form the multi-faceted reality *here and now* where besides the economic interdependence (El-Ojeili & Hayden, 2006), there are some transformations, determining the whole our life (Giddens, 1998). Researchers note that among the countries of the Central Asian Region Kazakhstan, Kyrgyzstan and Tajikistan see a real dynamism of globalization processes (Abashin, 2016). At different stages of the development of society there are acceptable ways of social management which regulate conflictogenic tendencies, reduce social conflicts, and rationalize usage of the conflict potential for the social development devised. In the societies notable for effective mechanisms of social management, the conflicts are resolved, as a rule, at micro and mesolevels. In that case the social conflicts have a positive impact on the development of certain individuals, groups and society in general. In the conditions of social instability and disorganization they lose their constructive content and become a prerequisite of social disintegration, exception of various social categories from social structures and relations (Mkrtumova

et. al., 2016). Globalization processes in education are shown in the form of internationalization and integration (Zamaletdinov et. al., 2014).

Unfortunately, workers of the education system often have a positive attitude to a conflict and try to overcome it6 relying on a case or an action of the third party that reduces regulation efficiency of the social conflicts. The emergence along with legitimate forms (a meeting, strike, and so on) of protest actions and destructive forms (a hunger strike, sitting out, suicide, and so forth) is connected with the fact that the existing methods, mechanisms of regulation of social conflicts in the education system do not allow the problem of workers to be successfully solved legally (Ancupov, 2002).

Ideal social communication is free flows of the full, accurate, checked and complete information on social processes and phenomena, integrated with the main civilization cultural values of this society, democratic development principles and fundamental civil human rights (Chuev, et. al., 2016). It is connected with a purposeful transfer and selective reception of the information without that makes a social progress and formation of civilization cultural society possible. Informational support of everyday life and the emergence of a new communication field of human life influence the lifeworld (Ermakova, et. al., 2016). Today, under the influence of an electronic and information discourse there is a change of behavioural standards and valuable orientations of the personality (Ustyantsev, 2000). The communication progress has an impact on the formation of all aspects of life of the individual, society, state and becomes one of the most urgent problems of society as multipolar human activity is impossible without riskogenic, conflict situations (Karabulatova, 2013).

Conflicts are one of the sources of stresses in pedagogical activity. Therefore, the important role in pedagogical activity is played by personal features of a teacher, his choice of ways to overcome stressful situations which in its entirety cause the ability to cope with chronic tension and contribute the individual to an active, reformative style of overcoming difficult life situations (Shafranov-Kutsev, 2011). Some researchers note that teachers' professional activity at different steps of education is one of the most intense types of social activity and enters a group of stressed professions. It demands the strict requirements to the transcultural personality of a modern teacher.

MATERIALS AND METHODS

By the beginning of the XXI century thanks to the scientific and technical progress development there was the formation of a global communication space that combines in its structure various newest technical capabilities of the information distribution. Key tendencies of the development of modern society have a direct impact on genesis and evolution of separate manifestations of the social reality,

defining, thus, the need to update theoretical-methodological approaches of their social and philosophical understanding. The development and universal expansion of communication conflicts belongs to the number of tendencies, forming quite new characteristics of the modern world.

Transculture operates in the context of globalization of a new episteme. According to M. Foucault, the founder of the conception *Knowledge Archeology*, an episteme is a set of objective and some historical and informative categories which in their turn determine the possibilities of opinions, theories, sciences during various historical periods in a wide range of social sciences. T. Kuhn's *paradigm* is close to the concept *episteme*, but in the strict sense, in relation to science. Thus, epistemologically transculture is an understanding of a variety of polylingual, polyethnic, polycultural characteristics where the whole this plurality is and interacts, but does not merge, keeping its right to be *nontransparent*.

The word *transculture* is two-member. A Latin prefix *trans* is translated as *super, over, through, on the other side*. *Through* and *on the other side* reflects the concept specifics. By culture is understood the UNESCO definition, accepted on 2 November 2001 by the General Conference of the UN devoting to education, science and culture. It says that culture is a set of distinctive signs characterizing certain society or social group - spiritual and material, intellectual and emotional - and that besides art and literature, it covers a way of life, *the ability to live together*, systems of values, traditions and beliefs (Universal declaration..., 2016), namely, a variety of cultures is proved not only by ethnic groups, culture has also another sides, therefore ... *real culture is not in museums at all and is not just visit to a museum, and consists in feeling of life* (Mamardashvili, 2014).

Research methods are:

- (a) theoretical: induction and deduction, description and classification, systemic analysis, statistical analysis, content analysis;
- (b) empirical: questioning, expert poll, torture testing, quantitative and qualitative data processing, secondary analysis of the data of practice of educators' interaction practice in crosscultural conflict situations.

The empirical base of the research is:

- legislative and statutory enactments of federal and regional importance in education, labor and civil law;
- statistical data on the number of people active in economy according to their sex, occupations and education level, the main economic and social figures;
- statistical data of the territorial body of the Federal State Statistics Service in Kazakhstan and Russia;

- statistical data on strikes, an analysis of the All-Russia Public Opinion Research Center VCIOM secondary data on Kazakhstan and Russian citizens' attitude to deviation processes;
- materials of a content analysis of periodicals of federal and regional importance that is conducted by a group of the authors over the period from 2000 to 2016;
- data of education management specialists and heads of educational institutions in Astana, Moscow, Kokshetau;
- data of educators' diagnostics to reveal their degree of transculturation that was conducted by the members of a group of the authors over the period from 2005 to 2016.

To study and understand deeper the process of the selfhood construction of the personality the paper has applied the diagnostic method Narrative Interview. First of all, it was important for a student as a narrative allows different parts of our selfhood to be certain substantial and convincing unified whole (Rakisheva & Abibulayeva, 2016). Telling a story, the individual at the same time retires into himself and goes out of his own world that allows him to see the events of past in a new light.

The narrative promotes the development of new self. This method was applied to students of the Kokshetausk State University, taken part in external academic mobility programs. Based on M.L. Crossley's technology of carrying out a narrative interview, the paper has prepared the questions in the 6 directions: life's chapters, key events, significant people, a scenario of future, stresses and problems, personal ideology, life. The respondents' interviews were recorded, transcribed and analyzed according to the concepts by McAdams: the tone of a narration, images, subjects, and so on. Further each material was united into the consecutive history. At the final stage, analyzing each interview, there were the reports including introduction, method, results, analysis and conclusions, bibliography written.

The methodological and theoretical base of the paper is the praximetric concept of social philosophy, based on the theory of activity ways and relations from the point of view of their practical properties, and also the writings of representatives of a postnonclassical scientific paradigm presented by the researchers in the field of social philosophy, considering the role of communication technologies in modern society.

The paper uses a set of informative methods which are traditionally used in philosophy, in particular, an analysis and synthesis, and also functional, integrative, phenomenological, hermeneutical and historical approaches allowing the concepts of conflicts to be pointed out and classified. The paper presents the complex research of a communication phenomenon in the light of its influence on society, therefore

the methods of sociological researches, expressing the interrelation of informative and value attitude help it to be prepared.

To analyze communication conflicts in risk society the paper uses a number of approaches necessary for the complete conception creation. Firstly, it is a systemic approach allowing a conceptual basis of this phenomenon to be more accurately designated and an accurate demarcation between the theories of local and global communication conflicts to be made. Secondly, the paper uses subject and activity approaches based on important accounting of ample explanatory opportunities of the concept of activity in specifics of the determination of social being, especially in its communication conflict aspects. Activity covers the whole system of public relations, makes a way of their development and functioning at all levels, especially at the information one. All social relations and processes are not just connected with the concept of activity, but they exist in the concrete forms of its realization.

Thirdly, a problem-oriented approach assumes conducting analysis of the current situation by the parties involved in a conflict as the initial step to solve a communication conflict. This approach reveals the deep bases, purposes and motives of conflicting parties, excludes the need to use force, and is also the process of informed decision-making or solution according the information as a weaker party of a conflict is often informed that further opposition demonstration will lead to long-term expenses.

The theoretical basis of the research is presented by the writings of famous domestic and foreign philosophers where much attention is paid to socio-philosophical analysis of a communication, its place and role of influence on the emergence of local and global conflicts.

RESULTS

In modern conditions the resolution of a social conflict in educational institutions will be carried out more effectively if it will be taken for granted and influence the conflict dynamics, the legal and regulatory framework of the resolution of a conflict, especially socio-labor, will be tighten, and social mechanisms of the external and internal conflict resolution in the educational environment will be uniformly included (Veselova, 2004). For the first time a transcultural conflict as a social deviation in the educational environment was recently attributed (Mkrumova et. al., 2016).

At the present stage the significant role in the development of education is played by society: enterprises, family, local authorities, public organizations. It is caused by the two factors. First, income of families and enterprises will significantly increase an effective demand for education and expand educational organizations' support both in the form of budgetary financing and backer's help. Secondly, the formation of transparent management mechanisms of education and educational

institutions will make various forms of public support and control more effective. Society should satisfy the demands of various categories and social groups of citizens in educational services of a certain level and conditions of its achievement.

One should add that the results of questioning *My education experience at the foreign higher education institution* conducted by the authors of this paper in 2015 at L. Gumilev Eurasian National University and Kokshetausk State University belong to the data of secondary analysis. The study of mental students' conditions, going abroad according to the programs of academic mobility before, during and after education at foreign higher education institutions, and also their readiness to be educated in the foreign culture environment was the purpose of questioning. Also the results of original puzzle testing to determine the initial level of transcultural competence and prospects of its development in cognitive, affective, activity spheres of the individual belong to the secondary material. The sample frame was presented by 117 people from among the students of pedagogical specialties.

The diagnostic tests were used to check the specified hypothesis. J. Kincher's test *Creative Talent* was applied to analyze the creative potential of the personality. This test consists of 10 blocked questions, for example, such as *Do you fall others' points of view in? If you are agree, will you share the opinion that you do not fall in? Can you solve the urgent problem in a new way? Do you use your imagination?*, and others (Welsch, 2010).

The paper has also used the methodology of determination of the social creativity level (E. Tunik). On the basis of behavior self-estimate in non-standard situations of activity according to the 9-grade scale the respondents should estimate their own personal qualities or the frequency of their manifestation in set situations.

The sample frame included 75 respondents from among the students of pedagogical specialties at the KSU aged from 18 till 22 years old. The quota sample (the languages of instruction are Kazakh and Russian, and also polylingual groups where separate disciplines are taught in Kazakh, Russian and English languages). The international structure of students in the two last groups is taught in the language of instruction.

At the level of interaction *society- institute of education* the following reasons of different conflicts can be pointed out:

- the lack of the complete and consecutive conception of new educational policy (a strategy of the education system development);
- the loss of value orientation of the institute of education;
- insufficient financial and material support of the education system;
- regionalization of Russian education that leads to the redistribution of not only education resources (economic, staff) but also of powers in solution of the problems of education;

- imbalance of educational background of the personality to the requirements of society.

The individual in comparison with the state and society is a little informed and poorly protected party, but he is the main consumer of educational services. From the education system the individual waits for conditions to be self-realized through education, *ordered* by the state or society, and through own educational trajectory.

The results of the conducted research have showed that at the stage of ascertaining experiment in control and experimental groups the level of transcultural competence is almost the same. So, in a control group the lowest level is 34%. In an experimental group 31% of students have this level. It allows a conclusion on similarity and generic character of groups taught in different languages of instruction to be drawn.

All students have various creative potential. The paper has revealed students of high transcultural competence and they were characterized by the high creative potential with a high-grade informative demand and characteristic looking for new solutions of non-standard situations. Table 1 presents the generalized research results at the stage of ascertaining experiment.

TABLE 1: DATA OF THE INITIAL LEVEL OF TRANSCULTURAL COMPETENCE AND STUDENTS' SOCIAL CREATIVITY

<i>Levels</i>	<i>Quite low</i>	<i>Low</i>	<i>Medium</i>	<i>Advanced</i>	<i>High</i>
Level of transcultural competence	31%	14%	21%	19%	15%
Level of social creativity	28%	8%	25%	22%	17%

The paper has conducted pilot testing on the basis of studying by the students of an experimental group during one semester of the original course Transcultural Competence of a Future Expert. The purpose of this course is to give skills of critical perception of own, other and new own critical understanding and adequate self-expression in the context of communications with different audience to students (according to age, sex, ethnos, and so on).

In the course of learning of the above mentioned course the paper has approved a number of techniques thanks to which dynamics of the increased initial level of transcultural competence became possible. It is a modified rhizome method (Sutkina, 2015), separate methods of psychonetic strong-willed technique (Bakhtiyarov, 2010), the technique Narrative Essay (Crosley, 2013), the technique Six Points of View, and others. These techniques are united by a post-modernist approach which main properties are heterogeneity and nonlinearity.

During the experiment the paper has conducted the control intermediate cut and obtained the following results (Table 2).

TABLE 2: RESULTS OF TRANSCULTURAL COMPETENCE FORMEDNESS AND STUDENTS' SOCIAL CREATIVITY

<i>Levels</i>	<i>Quite low</i>	<i>Low</i>	<i>Medium</i>	<i>Advanced</i>	<i>High</i>
Level of transcultural competence	24%	11%	26%	24%	15%
Level of social creativity	21%	10%	27%	24%	18%

Comparative analysis of the data testifies that transcultural competence as a personal characteristic actively correlates with social creativity, transforming it and being transformed under its influence.

It is appropriate as a behavioural component of social creativity and the essence of transculture as a phenomenon are in many respects similar. So, transcultural competence of the personality is the ability to such culture of thinking which allows the personality, being in subcultural space, to assume some attitudes simultaneously, seeing their distinctions, to hold each of them and to estimate the situation critically. Transculture includes such dynamic processes as the construction and development of active consciousness, the expansion of the linguistic world image (Karabulatova & Polivara, 2015). The will of the individual is a releasing mechanism of active consciousness, and critical understanding will be the result of will be the result of the operation of thinking. It in its turn will impartially and consciously gather life and professional experience.

In its turn social creativity includes subsituational activity, the out of the social situation, the search of new experience of interaction with social reality, transgression of activities, expanding and transforming the social space of the personality, non-constriction of behavior and independence of social norms and stereotypes (Chichuk, 2006). Thus, transcultural competence is an informal part of the development of the personality, whereas social creativity is its expressive symbol.

The poll results testify that in the conditions of a hypothetical situation of cross-cultural interaction 74% of polled are ready and even want *to be dissolved* in foe culture. However the potential meeting with *another* made students to be adapted for the long time. The research results correspond to the conclusions of the Russian psychologist Sholokhov I.A., investigating the problem of psychological adaptation of Russian students abroad. These results have also confirmed a conclusion of the Russian scientist that in foreign culture circumstances students who study abroad shows separation and ethnic capsulation that cases decreased readiness for integration. In our case the reasons of long adaptation are various: from insufficient knowledge of language and culture-specific information (34%) to stereotyped thinking of students (31%). Neurotic students' disorders (11%) also testify to insufficient practical skills of self-control, ignorance of mechanisms of their formation and cultural *pantophagy*.

The method of observation used during a narrative interview revealed students' interest participating in academic mobility programs in self-understanding and self-knowledge.

In the course of this conversation 33% of students noted that this method pushed them to reconsideration of the events experienced by them in other cultural environment. 4% of respondents noted that until participation in the interview they have not thought about the influence they have been exerted in the foe country. 100% of respondents, telling about themselves, their own behavior, experienced events noted that they had a new look as if from third parties at themselves, and having verbally judged themselves, tried to design their life scenario. Thus, this method allows the individual to integrate past-present-future by his own model. Thanks to personal narratives a seeming unsystematic character and randomness of the events and experiences make sense and harmony. And it positively influences the construction of selfhood, development of sensitivity toward you, and also education of building of student's conscious freedom and adequate means of its self-expression.

So, the results of the conducted research proved a hypothesis made earlier. In the course of the construction of transcultural competence supported by the ingenious course *Transcultural Competence of a Future Expert* the functionality of social creativity increased that, as a result, caused the development of adaptive qualities of the personality in unfamiliar conditions.

Consideration of the reasons of conflicts in the educational environment shows that a rigid division according to their character into objective and subjective is inappropriate. A majority of the objective reasons of conflicts is subjective to a certain extent. In turn, the subjective reasons of conflicts are often objectively determined.

Among the subjective reasons of conflicts the most widespread in education are insufficient compliance with the pedagogical activity pressures of pedagogical process participants (29.2%), character traits and individual types of pedagogical process participants (27.9%), gender psychology peculiarities (13.8%), psycho-emotional incompatibility of people (54.1%), inadequate estimates and perception of each other (12.7%).

Excessive workload of teachers out of their personal opportunities (12.4%), the scanty of resources in the institution which must be distributed (13,9%), social inequality of educational process participants (29.1%), the lack of pedagogical sensitivity to each other (12.9%), an unfriendly style of institutional management (12.4%), nonuniform distribution of pedagogical workload (11.8%), poor pedagogical and educational working conditions (11.5%), and also disagreement of purposes of are more whole than different working groups of the education system (11.3%) are the objective reasons of many social and pedagogical conflicts. This

understanding of an objective and subjective character of the reasons of conflicts in the education system is necessary when determining the ways of their prevention, optimum strategy making of educational process participants' behavior in typical for them conflicts.

Multidimensionality of social and pedagogical conflicts in the education system is shown in a variety of their types. The conflicts in the system *teacher-pupil* which hold the leading positions in educational institutions (30.8%) are considered as purely pedagogical. In social conflicts colleagues, the institution administration, parents, representatives of governing bodies of education can be opponents. Among social deviations, being quite frequent in education, intimate and sexual can be pointed out. So, in Tatarstan a schoolgirl of 15 years was hospitalized after sex with her teacher. Pat Sykes, the teacher of pedagogics, wrote the paper to protect relationship between pupils and teachers where she insists that pupils are not always victims, because they are often initiators of close relations, and assumes that between teachers and pupils there are about 1 500 love stories annually (Sex between..., 2016).

A little more than 5% of workers of the education system are members of *teacher-pupil* conflicts are entered by. Conflict situations equally arise with the institution administration (17.4%), colleagues (27.2%), and parents (23.6%). However, the frequency of their emergence depends on a type of the educational institution. So, in the sphere of preschool education conflicts with colleagues (80%) and then with parents (25.3%) take the lead, in educational institutions - with parents (21%) and then with the institution administration (17.3%) and colleagues (14.5%), in the sphere of professional education - with colleagues (53.7%) and the institution management (73%) and then with parents (22%).

Analysis of the types of conflict behavior of workers of the education system shows that behavior of educational process participants in a conflict changes taking into account the age and length of work regardless of the education level. In particular, a challenge is characteristic for young specialists with the limited length of work (71.4%). During the professional development of a teacher and taking into account his life activity common to this age, an aspiration to maintain his own attitude is natural. Avoidance as characteristic tactics of behavior in a conflict is inherent in skilled workers (57.6%). The level of professional skill, experience of work and interaction with different categories of people, an aspiration to keep favorable relations in the immediate cycle justifies the distribution of this tactics. A category of workers at the age over 55 years uses adaptation, sacrificing their interests in favor of other individual in a conflict more often (75.9%). One should note that a type of worker's conflict behavior is mediated by his sex, mainly the female staff of pedagogical collectives and peculiarities of professional and pedagogical activities.

The education system is mostly characterized by interpersonal conflicts because of the achievement of objectives of professional activity and dissociation of a role character. Position conflicts caused by opposite role, functional and professional positions were expanded.

The paper considers that after the accepted principle of environmentalization in the construction of a modern paradigm of Eurasian education there is the need to adopt the principle of transculture. Transcultural coordinate plane is the most perspective as it makes not one-two starting points, but several at the same time active, accepting the positions *both there and here*, or *not there and not here* depending on subjective experience of the individual.

DISCUSSION

Transculture traces its roots and development in the countries of Caribbean Region, in Cuba and Brazil in particular where in the middle of the XX century there was the urgent problem of *acceptance of numerosity and originality of cultures* for an equal dialogue with philosophy and culture of the West. At the same time ethno-sociocultural conflicts are one of the sources of stresses in pedagogical activity. Therefore, personal peculiarities of a teacher, a choice of ways to overcome stressful situations which cause the ability to cope with chronic tension and prepossess the individual to an active, reformatory style of overcoming of difficult life situations are of great concern in pedagogical activity (Bolshakova, 2003). Many researchers note that teachers' professional activity at different steps of education is one of the most stressful types of social activity and enters into a group of stress-factored professions (Baranov, 1997). It specifies strict requirements to such integrated characteristic of the teacher's identity as compliance with the pressures (Hohlova, 2003).

Undoubtedly, the last view of tolerance is more desirable, reasonable and importantly controlled at the hands of subjects of a communication in the modern situation. So, the states of the Customs Union are the peaceful countries which conduct consistent domestic policy, providing tolerance. However, the paper claims that this policy has to rely on consciousness of the individual. But this scenario remains just a beautifully packed option of the development of society until the individual does not depart from inertia of consciousness to bring *other* experience to line where personal-subjective *own* view and understanding will be the common denominator (Khachmafova et. al., 2017). As tolerance is permissiveness and permissiveness is a derived from *to permit*, but, as known, *any tolerance can come to an end sooner or later*. In this context the results of the research of the Kazakhstan sociologist and teacher A. N. Teslenko are quite worrying. So, investigating cultural socialization of the younger generation of Kazakhstan, he presents the results of the sociological research of the *Eurasianism* research center that notes the growth of a cultural distance between ethnoses (Teslenko, 2016). Unresolved

social conflicts are functionally destructive both at individual and personal and group levels: pedagogical – are presented by the educational process deformation and mentality of its participants; socio-labor – are presented by redundancy or the strike movement in specific situations.

Scientists pay their attention to the emergence of a new form of social stratification when society is horizontally divided into a social mainstream and the socially excluded (Ostrovskaya et. al., 2015). Exclusion processes destroy social solidarity and force out the excluded to the periphery of social space, leading to the loss of their public relations. It is anxiously that the youth which enters upon adult life and becomes the subject of public reproduction is subject to risk (Karabulatova et. al., 2016). The risk of a social exception is quite great for young people from the families without sufficient economic, social, cultural and educational and other resources. They are, as a rule, young people from needy families, whose parents have the low educational level, the upcountry youth, orphan and disabled people.

Overcoming of social exclusion and the reduction of its risks becomes the most important task of social policy and the function of social institutes as social stability guarantors on the Eurasian space. Scientists - Eurasians, since the XIX century and up to now (I. Gasprinsky, Yu.Kh. Akchurin, G.N. Potanin, Sh. Ualikhanov, P.N. Savitsky, N.S. Trubetskoy, G.V. Florovsky, P.P. Suvchinsky, L.P. Krasavin, G.V. Vernadsky, D. Svyatopolk-Mirsky, L.N. Gumilev, O.O. Suleimenov, G. Esim, Sydykov E.B., Ayagan B.G., Baipakov K.M., Baitanaev B.A., Kusmangalieva Zh.D., Berdagulova S.K. and others), analyzing the historical prerequisites of Eurasianism, note the important stage of a culture genesis in Eurasia – the turn of the I-II millennium. Exactly at this moment ethno-cultural contact has led to the formation of *a unique civilization universe* (Gumilev, 2008) and, as a result, a special type of the personality - a Eurasian has been created. The big territory of Eurasia, the width of the horizon of its boundless steppes, continuous migration caused by a nomadic way of life were a peculiar information network where there was the exchange not only expressed in material terms but also the interchange with languages, ideas, cultures. The favorable environment for symbiosis of cultural and historical components of ancestors of modern Kazakhstan citizens was created. From an early age a Eurasian was surrounded with racial, ethnic, religious polymorphism teaching to a unity feel with other people. Kazakhstan historians come to a conclusion that in the territory of Kazakhstan already in the 1 thousand B.C. a peculiar cultural-historical world which differed both from Occidental and from Oriental culture was created. Thus, the people of Kazakhstan, West Siberia, Central Asia, Volga Region, the Urals and Altai are historically connected by the Eurasian destiny and united by nomadic culture.

In this sense the idea of transculture for education is eco-friendly as its basic values are *genetically* connected with a basis of the Kazakh culture and actually

sound in the context of the development of the Kazakhstan and Eurasian identity of the younger generation. And ambition of development plans of the Kazakhstan model of education that is already integrated into the world educational space where a transfer of knowledge and technologies, educational migration, academic mobility of educational process subjects are of great necessity for its functioning, demands self-transformation.

Emotional pressure, displeasure, connected with dissatisfaction of the requirements, have to cross a certain border where aggression is in the form of a directed social action. This border is determined by the condition of public fear, cultural norms and actions of social institutes, constraining aggression manifestations. If society or social groups are disorganized, the efficiency of social institutes' action decreases, and certain individuals, social groups pass the side separating them from a conflict easier (Mkrtumova, Karabulatova & Zinchenko, 2016).

Sources of conflict interaction in the education system can be connected both with a nature of pedagogical activity and certain individual peculiarities. It is proved quite busy people bearing the responsibility for other people with unpredictable work hours, much claims, *workaholics* are more subject to stress. People whose job is characterized by many interpersonal contacts and conflicts, has a low social mark. It is unconditional that workers of the education system in the majority fall within these parameters.

Thus, relevance of the subject is caused by immaturity of theoretical and methodological problems of the transcultural conflict as a new type of a social deviation in the conditions of social instability, insufficient knowledge of concrete types of conflict behavior of educational process participants, immaturity of mechanisms of external conflict regulation in the educational environment. The information got the new valuable status and became one of the key resources. That fact, in turn, has led to changes, affecting the bases of the social structure, social institutes and processes in society.

CONCLUSION

Analysis of current trends defined in theory and practice, including psychology and pedagogical science helps to draw a conclusion that modern humanitarian knowledge is a conglomerate of political, economic, social, and cultural interrelations. And the common line in modern humanitarian researches is in the search of the corresponding methodological framework, worldview contexts, and education ideals. The last ones differ in a variety of their versions in view of a variety of types of the personality and their demand in society. Transcultural conflicts as a strong example of social deviation, being a natural manifestation of urgent contradictions in education, have a significant impact on activities of educational systems, the quality of their functioning and development in time. In the world with economic and political crises, terrorism, social, technogenic and natural disasters participants of the educational

process are unprotected in the face of new contradictions having an independent character in relation to them. Therefore, management of conflicts in education has to be based on sense of the purposes of functioning of the institute of education.

One of the problems of this research was adaptation of a phenomenon of *transculture* in psychology and pedagogical science at the level of competence. The paper claims that it is justified by dynamism of social changes in the world community, global challenges of the XXI century. The lack of steady entities, fast information updating, knowledge deterioration, provocative discourses on ethno-race, religious, and gender subjects and other peculiarities of the new reality make the individual to search the newest social identities. Today, the young man must have knowledge and ability to find his place in this heterogeneous reality became a basic necessity.

Dynamic processes of higher education internationalization have found the insufficient level of the development of college kids' social key competences. The results of the research help to draw a conclusion that in a real dialogue of cultures a student shows his ignorance of mechanisms of transformation and decoding of attitudes, views, values which are the cornerstone of the world view.

So, the vast majority of workers of the education system have the average and low degree of compliance with the pressures (59% and 26.3% respectively). The high degree is characteristic only for 14.7%. A type of the educational institution changes the ratio of workers on the degree of compliance to the pressures. In the conditions of social instability, the lack of favorable work conditions of educational institutions, under the influence of peculiarities of the organization and the content of pedagogical work the degree of compliance to the pressures of workers of the education system decreases with age and experience. Workers' stressful states are caused by the two categories of conventional risk factors. They are the content of work: the job content, workload, activity timetable, interpersonal work relations and also accompanying work circumstances: the status in the organization, the career development, the family and financial status, relationship between a family and job.

Influencing these factors one can predict decreased teachers' negative stressful states at different stages of their professional formation, increased mechanisms of self-control in conflict situations. Thus, the high degree of compliance to the pressures can be considered as one of the ways to prevent false and destructive social conflicts in the professional environment (Volkov & Volkova, 2005).

Ideas about the need to overcome social exclusion and prevent social inclusion to make society more truthful and democratic, being developed since recently in Russian scientific and special magazines' columns, attract great interest and attention of both scientists and practitioners. However, the problem is that the concept of social inclusion has still no accurate definition.

The purpose of inclusive education is to eliminate social isolation that is a consequence of negative attitude to different social status, ethnic origin, religion, sex and skills from a race point of view. A starting point of this concept is a belief that education is one of the fundamental human rights and a basis for more truthful society. Inclusive education in its turn is a condition for wider social inclusion.

The paper claims that exactly the construction of the transcultural identity of a young individual will be a certain starting mechanism for self-transformation that in its turn will boost education of conscious freedom of each trainee and adequate means of its self-expression.

Acknowledgement

This paper was financially supported by Ministry of Education and Science of Russian Federation on the program to improve the competitiveness of Peoples' Friendship University of Russia (RUDN University) among the worlds leading research and education centers in the 2016-2020.

Supported by the grant of RFBR 17-04-00607 Ethno-linguoculturological screening of ISIS technologies during work with protest behavior of the Russian youth.

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