

## Formation of general cultural competencies of students in the educational space of the University

Rezida Akhatovna Fahrutdinova, Rifat Rifovich Fahrutdinov and Ekaterina Aleksandrovna Konopatskaya

Kazan Federal University, Institute of Philology and Intercultural Communication  
Kremlyovskaya Street,18, Kazan, 420008, Republic of Tatarstan, Russian Federation

**Abstract.** Worldwide basic social institution which carries out human adaptation to changing conditions is a system of education. The article discusses the role and place of liberal education in the training of future specialists. This article discusses the process of formation of common cultural competencies of students in the higher education system. The authors present a theoretical basis research problems and results of experimental studies on the implementation of the competency approach in accordance with the new educational standards in the integration of the national education system in the world educational space.

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### Introduction

The concept of modernization of the education system, the Russian government implemented a series of significant measures to improve the quality and cost-effectiveness of competency-based approach. In this regard, have been developed and implemented federal state educational standards of higher education [1].

Update a new generation of standards associated with the transition to a two-tier system of higher education in accordance with the new realities of society and taking into account international trends.

In this regard, the transition from education to the paradigm knowledge competency. The system of general and vocational education develops historically respectively changes production, society and man himself, as well as a result of processes of self-development of the educational system [2].

Integration of the Russian system of higher education in the world educational space necessitates theoretical renewal of traditional conceptual apparatus in accordance with generally accepted European system of pedagogical categories.

In some Western European systems of vocational education and training students accepted the expression "competency-based training". The Russian educational system rooted term "competence approach" [3].

### Main part

Specificity of the competency approach in training is that it is not assimilation "existing knowledge "someone" transmitted or imposed" proposed to assimilate and follow the conditions of origin of knowledge, in which the learner itself forms

concepts needed for the task including its creativity, experience manifestations personal position and their own experience. In sum, it is the embodiment of material and ideal, socially and personally significant product created by the learner.

Zimnyaya I.A. defines "competence" as a knowledge- based intellectual and personal experience due to social and professional life of a person, and "competence" in turn, is considered as not having come to "use " reserve "hidden "potential" [4].

List of key educational competencies formed the basis of the main goals of higher education and student core activities that enable him to master the social experience , and get life skills and practice in modern society. The key competencies in educational system include: professional, general professional and general culture.

In accordance with the subject of our study allowed us to identify the formation of common cultural competencies of students who contribute to the formation of ethnic identity and cultural awareness of students, the formation of intelligence interethnic relations, tolerance, which generally prevents the ethnic and cultural isolation of the individual.

Creating a culture- medium higher education system as a whole contributes to the humanistic concept of education, which recognizes the intrinsic value of the individual student and the need to create the most favorable conditions for its self as the subject of the pedagogical process. At the same time, the implementation of student-centered learning is impossible without constructing internal culture-medium. However, the problem of humanization and humanization of higher education on the basis of

common cultural competence development can be realized under the conditions of teaching a wide range of educational courses on social sciences and humanities; rejection of individual perception only as an object of educational impact, the development of innovative methods of teaching students the principles of approval pedagogy of cooperation, democratization relations in the teacher - student self government expansion in the activities of university structures, conservation courses "History" and "Philosophy" in the structure of higher education as a compulsory subjects and the introduction of "Cultural Studies", which generally provide a fundamental level of the graduates in the field of humanitarian and socio- economic education, as well as continuing work on further modernization and development of professionally oriented programs overall humanitarian and socio- economic disciplines.

Integration into the world community involves taking account of national traditions in education and training of students, creating conditions for the formation of their cultural identity, and the creation of diverse and complex cultural environment for the development of the individual student. As noted Karabulatova I.S., bilingualism and multilingualism are a reflection of contemporary reality. Deepening cultural, scientific, economic and interpersonal contacts in the modern world requires knowledge of several languages, not just one, but at least two [5].

Therefore, in the projection to the realities of Russian life for the educational system rise complex tasks such as preparing the younger generation for life in a new environment and multinational multicultural environment, the formation of skills to communicate and collaborate with people of different nationalities, races and religions.

In the aspect of solving these problems Khabutdinova M.M. highlights issues of successful intercultural communication, tolerance, sufficient cultural sensitivity, formation and development of intercultural competence [6].

Considering the multiple number of key concepts on the issue of research is necessary to determine such categories as «multicultural educational environment of the university».

In our research we consider the multicultural space of the university as a social and educational environment conducive to the formation of the overall cultural competence of the student. This competence is realized in the system of cross-cultural social and educational relationships between students who contribute to the formation of national culture and human values by studying humanities cycle.

Experimental base for research made Kazan (Volga Region) Federal University, Institute of

Philology and Intercultural Communication. Preparing graduates of the Institute of Philology and Intercultural Communication is performed based on a federal state educational standard of higher education of a new generation by interdisciplinary integration of relevant disciplines humanities. As a unifying component in the framework of our research is the content of the humanities cycle, namely pedagogical, methodological and language.

In the structure of the Institute of Philology and Intercultural Communication offices operating Russian and foreign philology, Tatar Philology and Intercultural Communication, and School of the Arts. It has students of different religious and ethnic affiliation, which, in turn, generates its multicultural space. In the process of training students, Department of Theory and Technology Humanities and arts education provides an integrated educational, methodical, language training for students in various areas of undergraduate and graduate programs.

As part of this research, we hypothesized that the formation of common cultural competencies of students in a multicultural educational environment of the university in the process of studying the humanities cycle will be more effective if:

- Provide positive motivation of students in the learning process by mastering practical skills and habits of self-realization in the sphere of professional activity;

- Identify the pedagogical potential of the humanities (common pedagogic, methodical, language training, teaching practice, research students) on the formation of common cultural competencies of students and determine the forms and methods of its implementation in educational and extracurricular activities;

- To develop a model of general cultural competence of students means the humanities in a multicultural educational environment of the university.

Experimental work on the formation of common cultural competencies consisted of three phases: diagnostic, formative and control. Diagnostic phase was implemented on the basis of separation of Romance and Germanic Philology. In the experimental work were involved 178 students. Of these, 104 students of the first course and 74 fifth-year student in higher vocational education in the direction of «Teacher Education».

In our research unit in general cultural competencies identified in the federal state educational standards of higher education in the direction 050100.62 "Teacher Education", graduates must have sixteen general cultural competencies.

Structure of formation of common cultural competence student includes three components: cognitive, value orientation and communicatively - activity. Cognitive component corresponds to a form of appropriation of cultural products as the study and understanding. Value- orientation component involves introduction to the culture as the transmission of values through the experience in the process of spiritual communion. Communicative activity-related component corresponds to the operational and behavioral orientation of the person, and such a process of appropriation of culture as learning and co-creation.

Based on the above components we isolated criteria of formation of common cultural competencies of students, namely cognitive, value orientation, communicative and activity.

A combination of three components that make up common cultural competence determines the possibility of projecting education of the individual student as a " man of culture " capable of self-determination and cultural identity , humane , creative and ready to rebuild its productive behavior , which is inconceivable without the implementation of the above components of the overall cultural content submitted competence.

Scientific and methodological tools for the diagnosis of formation of common cultural competencies of students, as shown by analysis of studies of this problem has not yet been developed. Therefore, we proposed a method for measuring the author of common cultural competencies of students selected on the basis components.

To determine the level of formation of common cultural competencies of students in accordance with the federal state educational standard of higher education of a third generation we used the following diagnostic tools:

- "Test cultural value orientations ", developed by the American psychologist J.S. Townsend. The purpose of this procedure was to identify the main trends in the formation and establishment of the study of culture. It includes questions to identify the most important factors when deciding culture , basic styles of cultural relations , value systems of different cultures and people , etc;

- «Test readiness to work with information and information sources." The purpose of the meeting was to identify the characteristics of student readiness to work with the information. For example, the ability to formulate a request for information, including information received in the overall work or piece of information, etc.;

- "Methods of measuring communicative competence of the teacher developed G.S. Trofimova". The purpose of the application of this

technique is to measure the level of the communicative competence of the teacher. The measured qualities include: understanding the age characteristics of students, understanding the difficulties of students in communication, the definition of the level of awareness of the students; hold the attention of students and others [7].

- «Questionnaire to determine the level of formation of common cultural competence of students". Responding to questions, the students had to identify the manifestation of common cultural competence in teaching activities, its characteristics, advantages and disadvantages in the teaching profession and its compliance with the personal needs of the students.

These indicators of the initial level of formation of common cultural competencies of students in the diagnostic phase of the experiment were quite low. In connection with this method was developed of the formative phase of the experiment for the phased implementation of pedagogical conditions outlined in the hypothesis.

At this stage of general pedagogical training of students was implemented by integrating us into the educational process materials methodical tutorial "Creating a common cultural competencies of students in the multicultural environment of the university in the process of general professional training (for example, pedagogical disciplines)." The content of this methodical tutorial included work programs in the following disciplines: "Introduction to pedagogical activity", "research pedagogy", "Practical pedagogy", "Teaching skills", "Comparative Pedagogy" [8].

Methodical preparation of students was implemented by integrating us into the educational process materials methodical tutorial "Creating common cultural competencies of students in the multicultural environment of the university in the process of training (for example, the course «Methodology of training and education in the field of foreign languages") [9].

In accordance with the content of the curriculum prepare students in the direction of "Teacher Education" provides practice as an important part of the educational process in the preparation of future teachers. In this regard, have been developed and tested practical recommendations for the passage of pedagogical practice and writing term papers and final qualifying works, namely "Formation of general cultural competencies of students in a multicultural space of the university in the process of teaching practice and performance of course and final qualifying works" [10].

These educational tools are built in accordance with the requirements of the new

educational standards in the direction of preparation 050100 "Teacher Education" (qualification (degree "Bachelor")), competency-based approach. Block Content common pedagogical pedagogical disciplines and methodological training courses training students included the formation of general, professional, and general cultural competencies.

In accordance with the need to implement the pedagogical conditions outlined in the hypothesis, we used to generate various forms of general cultural competence is not only educational, but extracurricular educational work with students in academic groups.

Educational work carried out by us in organizing various forms of extra-curricular and research activities of students, namely, conferences, competitions. Students participated in round table discussions, contests creative and scientific works, as well as in the conduct of supervisory hours.

For example, in the Department of Russian and foreign philology were conducted master classes for students with foreign guests. For example «Teaching training abilities» chaired by the representative of the American Embassy Andy Nunn.

Priority in the educational work of the faculty is a personal development with a high level of general and professional culture. In accordance with the need to implement this idea of cultural events were organized character as «Catholic Christmas Celebration», «Halloween», «Day of Spanish cinema» (view shorts followed by discussion for senior students studying Spanish) and others. Were also held roundtables and seminars in English, such as "Teaching practice and English: problems and solutions", "modern student - it's me", "Sports Universiade 2013" and others. You can also highlight that this year was organized by the department of International Workshop "Innovation in English language teaching: methods, language assessment theory".

The institute annually summarizes the research work of students in the final part of the scientific-practical conference of students of Kazan Federal University, which contributes to involve students in research activities. Indicator of the quality of the department is to prepare students to participate in the national competition "Pedagogical Olympus" in which our students annually take prizes.

Two years of preparatory work carried out in stages with the students on the eve of the XXVII World Summer Universiade in Kazan - the World Student - youth sporting events in 2013, in which students of the full Romance and Germanic Philology were involved as volunteers.

## Conclusion

In the control stage to assess the effectiveness of the work on the formation of common cultural competencies of students, we used the same research tools that the scan. The results of comparative analysis at the beginning and end of the experiment are characterized by positive dynamics of the level of formation of common cultural competencies of students in all the selected criteria on the basis of studying the humanities cycle passage pedagogical practices and to join the research activities.

To confirm the validity of the findings, we used the methods of mathematical statistics, namely, Student's t-test for independent models (T-test for Independent Samples). From the calculations, we can say with certainty that the value of the Student test ( $t = 0,5$ ) more bilateral critical region.

Statistical analysis ( $t_{exp} = 0.7$  at  $p_{0,05} = 2.78$  and  $p_{0,01} = 4.6$ ) experiment confirmed that the hypothesis  $H_0$ , namely, the proposed system works on formation of common cultural competence of students by means humanities cycle in multicultural education university space is sufficiently effective and confirms the accuracy of the hypothesis of the study.

## Summary

Thus, the formation of human culture in the higher education system involves primarily Maturity of general and professional culture of personality, intelligence and education such as the qualities of the student morality, dignity and respect for other nations, the capacity for creativity and self-realization in terms of educational and cultural integration.

## Corresponding Author:

Dr. Fahrutdinova Rezida Akhatovna  
Kazan Federal University, Institute of Philology and Intercultural Communication, Kremlyovskaya Street, 18, Kazan, 420008, Republic of Tatarstan, Russian Federation.

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