

Multicultural Pedagogy Development in Modern Education

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Although there is a growing interest in the influence of multicultural issues in education, there is still a lack of theoretically well-grounded comparative analyses of educational systems. Topics such as problems and prospects involved in the development of multicultural pedagogy are broadly discussed, but often suffer from an insufficient number of empirical and comparative studies. The lack of systemic or unified research in the field of multicultural education has reduced multicultural pedagogy within education to the simple implementation of individual training courses. As a result, multicultural pedagogy is generally oriented only toward the needs of a single country, rather than toward a system of multicultural interests that takes into account the interests of multiple countries. As a result, we must develop methods that will enable the realization of true multicultural pedagogy. The leading objective should be, firstly, the consideration of the individual as a subject of culture in a multicultural environment with a goal to determine the significance of the formation of an individual's multicultural qualities; secondly, the development of an integrative approach. Comparative studies are taking the lead in addressing this goal and recommending specific steps to incorporate multicultural pedagogy more systematically into an existing education system in every country. This paper addresses these problems by discussing theoretical questions behind the development of the ideological basis of multicultural pedagogy.

Keywords: multicultural pedagogy, comparative and non-comparative models, approaches toward integration, comparative research

For decades, scientists have made a few advances in research regarding the integration of cultural studies with pedagogy (Kraus, 2006; Lanfranchi, 2008). Recent multidisciplinary research has shown the importance of the synthesis of three main fields of study, pedagogy, psychology, cultural studies, and their development. The following goals of the science should be mentioned:

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(1) To understand that it is not beneficial to simply copy and import one country's application of multicultural pedagogy to another country. The mechanism by which multicultural pedagogy is integrated in different countries will vary. Differing mechanisms of integration is appropriate for different countries. It is necessary to select processes appropriate to the development of higher education within each country's educational system;

(2) To take into consideration each country's needs and interests, the rights and duties of its citizens in order to accept an individual's cultural background while also appropriately handling conflicts;

(3) To examine the link among psychological, cultural, pedagogical phenomena, and multicultural integration.

Recently, many talks have been held concerning how to improve and further the development of multicultural pedagogy: The goal is to develop a curriculum focused on multicultural competence by adding new and diverse materials in order to more thoroughly meet the needs of traditionally underrepresented groups.

Contemporary high school education does not contribute very extensively to the formation of a multicultural identity, due primarily to a lack of a developed system of multicultural education at the high school level. There are two trends being pursued today in the efforts to develop multicultural pedagogy.

Non-Comparative Model Is not Based on Comparative Analysis

The ineffectiveness of this model is a result of the lack of a generalized vision for a new educational system of high-quality in line with solutions toward multicultural problems and the low level of integration between different countries (Bennett, 2003; Veiga, 2005; Vaira, 2004). In recent times, "multicultural pedagogy" has come to mean the application of the scientific approaches. A number of researches show that a variety of tests in many universities aim to see the issue of multicultural pedagogy.


The first concern in relation to multicultural pedagogy is the organization of scientific research. It is worthwhile considering the particulars of organizing scientific research. Since 1990, researchers have been studying various aspects of educational change in many countries. The main topics are shown in Table 1.

Table 1

Scientific Areas of Research

Areas of research
Curriculum reform
1. Traditional teaching approaches and pedagogical models must be reconstructed to examine how they contribute to and support national curricula 2. All curricula must be analyzed to protect accuracy and to ensure that the educational institution is providing a thorough academic preparation prior to graduation 3. All academic subjects must be presented from diverse cultural perspectives 4. Emphasize the importance of creating an all-inclusive curriculum, including the views of students
Classroom climate
1. Readiness amongst faculty members to foster a positive classroom climate for all students 2. Examine the various cultural backgrounds of faculty members in order to determine how faculty might contribute to a multicultural educational environment 3. Examine a university's administrative processes in order to assess whether an institution offers a consistent program of seminars and lectures about multicultural education with the goal of promoting a positive teaching environment
Evaluation and assessment
1. Researchers must continue to examine students' levels of potential, ability, and achievement in cultural studies 2. Implement ongoing evaluations to measure the success of new and existing programs; and to aid in the development of new approaches toward multicultural pedagogy within a university system

Table 1 continued

Areas of research
Development of multicultural competence
<ol style="list-style-type: none"> 1. Multicultural pedagogy within the educational system must be equally accessible to students of all nationalities 2. The varying and multicultural experiences and backgrounds of students and teachers must be considered as an important mechanism to aid an individual in developing a global mindset 3. Emphasis should be placed on critical thinking and the development of deep multicultural awareness as well as an understanding of the values native to one's own country

Overall changes in higher education (changes in university structure)

As can be seen from Table 1, to a large degree, research has been focused on the development of multicultural pedagogy. This in turn has prompted an interest in implementing comparative studies in many countries. Many scientists point its strategic role of bridging the gap between different educational systems. The relation between different educational systems that the authors of the paper are going to consider results strictly correlated with the notion of what comparative model means.

Perspectives on Multicultural Pedagogy Development

The Comparative Model Focuses on Comparative Researches

There must be a systemic description of the most recent and little-known facts that reflect the actual processes of the development of education abroad and respect the logic of comparative research and the process of cultural integration (Aniskin, Bebel, Bogoslovskiy, & Zhukova, 2014).

There are both positive and negative aspects of cultural integration. On one hand, the development of new ideas in pedagogy is important and necessary for today's multiculturally sensitive educational institution. It provides a new view on a variety of technological and methodological aspects. On the other hand, multiculturally informed pedagogy can lead to a change in the way local cultural systems and values are developed within an individual as she or he learns to relate these local traditions and preferences within the context of more broadly accepted universal norms. This multicultural pedagogy can even affect the way an individual perceives people outside of his or her native culture who developed a different understanding of cultural traditions, ideas, and beliefs central to their own national culture. All of these factors contribute to the development of comparative researchers (Bogoslovskiy, Pisareva, etc.) and are shown in Table 2.

Today, comparative studies are a significant contributor to theory and practice of multicultural pedagogy in many countries (Goedegebuure & van Vught, 1996; Slaughter, 2001). Firstly, it is important to consider the importance of using comparative studies. The first journal to discuss internationally comparative research into educational systems, *International Educational Review* was launched in Germany in 1931 and published articles in German, English, and French. Later in 1971, UNESCO (United Nations Educational, Scientific, and Cultural Organization) in Paris launched a quarterly review analyzing the prospects in internationalizing education, initially publishing parallel versions in English and French, then adding publications in Spanish in 1973, and Arabic, Chinese, and Russian by the 1990s.

In 1970, the first international committees were founded to examine comparative education. These committees focused on the primary parameters of national educational systems of many countries (such as differences between timelines for the development of international education in different countries, geographic differences, the rate at which countries could work toward interdependence, etc.). It should be noted that around

1970, there was no single language for publications that undoubtedly influenced the quality and level of ongoing research. The lack of a dominant language for publication played a particularly large role in the organization of multicultural projects.

Table 2

Stages of Comparative Researches

1	Problem-oriented: includes a description of multicultural pedagogy	1. Analysis of interpretations of the definition of a “multicultural pedagogy” in order to account for different levels in the development of science 2. Definition of differentiation in elaboration of the problem in multicultural pedagogy in comparable countries (each country to varying degrees interested in solutions to this problem, because one of the main difficulties is the mobilization of all the countries in this matter) 3. Analysis of problems related to the lack of a system targeted toward preparing a multicultural individual 4. Defining the requirements for the basics of creating an educational program of multicultural pedagogy in different countries. Educational program is far too diverse and complex and does not allow for the formation of a singular conclusion that one program is better than another. The complexity of developing educational program under the conditions of integrating education is due to the contradiction that on one hand, the main objective is a dissimilar understanding of this concept in various countries and the insufficient number of comparative studies into the development of a common vision on this issue. On the other hand, the educational program supposes a defined order and a unified approach to its development in different countries
2	Critically-oriented	Contains discussion and criticism of submitted comparative materials based on empirical knowledge. At this stage, it is necessary to perform critical analysis of multicultural pedagogy
3	Structurally-oriented	It is worthwhile to focus attention on solving those problems associated with the development of the system of multicultural pedagogy in comparable countries

Within it, the focus should be turned toward the integration view on multicultural pedagogy in the world education market. Education market is changing today as well as the society. In this frame, “globalized education” does not act anymore just driven by the needs that some societies are able to instill thanks to persuasive one-way communication. All nations are becoming day by day more active and the act of multicultural pedagogy development is going far beyond the simple acquisition.

The practices of nations relations, which allow an ideal and helpful compromise between the purely education areas and the communication applications, thus precious and valuable in a context where peoples’ values, qualities, and skills are becoming increasingly relevant.

The future of the educational field and its eventual reception will depend on the insights it can generate in concern with the varieties of educational systems. The capacity to build long-term education system based on the innovative idea of life-style segmentation allowed the universities to achieve an incredible level of communicative effects between universities through the ideas of multicultural pedagogy. The new goals should be considered:

(1) To examine how the globalized education functions result conceptualized and related within the universities vision;


(2) To explore what tools and channels are used by universities to communicate to the different universities and the approach that suits more its strategy;

(3) To analyze the role of multicultural pedagogy in the context of every university;

(4) To investigate the way in which the concept of life-style based on integrative approach is perceived, used, and implemented by universities in understanding their needs and capacity to work within the new kind of education. The main approaches toward integration are shown in Table 3.

Table 3

Approaches Toward Integration

1	Performance approach	Considers items such as curriculum or faculty and student exchange. In recent years, the performance approach has often led to somewhat fragmented and uncoordinated efforts wherein the sustainable development of both national and international educational systems is not taken into consideration
2	Competency approach	Emphasizes the development of skills, knowledge, attitudes, and values amongst students. The approach aims to analyze how the development of knowledge about other cultures can help in developing competencies that can be translated to broader skills in the international and intercultural arenas. This approach focuses on developing multicultural skills for their own sake, independent of other academic pursuits
3	Conduct approach	Emphasizes the creation of an educational climate that supports international perspectives and a multiplicity of cultures and values. This approach can be described as a scientific approach to theories of organizational development and the development of teaching tools
4	Process approach	Emphasizes the integration of international and/or intercultural dimensions into the research of pedagogical methods through a combination of activities and the development of specialized educational policies. A major focus is addressing the sustainability of international factors during the integration of processes in universities from many countries
 <p>Comparative approach</p>		

Although there is a growing interest in all of the above mentioned approaches, there is still a lack of analysis of the approaches that is well-grounded in theory. There is also a shortage of research regarding the role of each approach and its importance in the development of multicultural pedagogy within two levels of comparative model (university partnership and concepts to analyze psychological mechanisms of behavior as related to multicultural competence).

Expansion of Partnership Between Universities

The process of developing multicultural educational philosophies is a long process that emphasizes the synthesis of various movements throughout a variety of educational systems. The majority of countries examine new pedagogical movements through the perspective of historical frames of reference in the study of pedagogy. Pedagogy is rarely allotted adequately substantial consideration within the framework of pursuing international integration of educational systems. Because of this, it is important for educators to examine the following aspects:

- (1) Localization examines which countries are involved in the development of theories in multicultural pedagogy;
- (2) In order for interconnectedness between the higher education systems of different countries to develop, there is an implied existence of shared interests between the countries and a will to collaborate;
- (3) It is crucial to be aware of the specific characteristics of an individual’s mentality or the characteristics of the overall worldview shared by members of an individual society. Similarly, it is essential to examine both the cultural preferences and the representation of those preferences within an individual or society.

Development of Concepts to Analyze Psychological Mechanisms of Behavior as Related to Multicultural Competence

Given that the implementation of multicultural pedagogy in higher education requires the consideration of an individual’s mental characteristics, as well as the overall mentality of a society, it is necessary to develop new psychological mechanisms that analyze unconscious or subconscious emotional responses to multicultural

situations and stimuli. Over the past few decades, a variety of psychological instruments have been devised in order to promote the advancement of multicultural pedagogy (Sen, 2002). Writing in “Rationality and Freedom” is essential “to recognize that peoples’ behaviour cannot be described in terms of a single complete preference ordering only. It can be driven by motivation other than self-interest, such as social commitment, moral imperatives, and conventional rule-following”.

Kennig and Plassmann (2005) state that,

Any information struggles when it comes to emotion, because it seems mainly to engage our cognitive brain—the one that consciously analyses, reflects, calculates, and makes decisions rather than our emotional brain which reacts spontaneously, immediately, and intuitively... but our two brains do not work in isolation—there is a constant interaction between them and the main problem for a person may be at the frontier between two—where pre-conscious impulses emerge. (Kennig & Plassmann, 2005)

Scientists of neuropsychology believe that we have to spend more time looking for links between the rational and emotional parts of brains—particularly in the way that unconscious processes express our conscious thoughts. Previous researchers have tended to focus on rational (or thought through) responses rather than on pre-rational (or instinctual) processes. These pre-rational processes are mental shortcuts that allow us to interpret meaning without having to process it in a thoughtful manner, but by means of using certain instinctual dimensions (e.g., uncertainty avoidance, power distance, masculinity vs. femininity, etc.).

These instinctual dimensions can be divided into cultural practices, “as enacted” and values; “as it should be”. Responses to “as enacted” questions reveal the perceptions of a person concerning current practices in societies and organizations (Kennig & Plassmann, 2005). Responses to “as it should be” values refer to the analysis of how an individual might attempt to change his or her views within a cultural context by adopting changed behaviors.

Along with acknowledging the necessity of instinctual and rational behaviors, it is important to bear in mind “black concepts” or “black boxes”, a psychological element that an individual employs when attempting to understand a problem presented by a different cultural context.

Conclusions

Specialists from a variety of pedagogical, psychological, and cultural studies disciplines must play an active role in the implementation of recent scientific developments in education, in this case in multicultural pedagogy. Critically important questions concern researching the cultural backgrounds of faculty members, designing approaches for the formation of international integration of universities, and considering psychological behaviors inherent to individuals.

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