

Short Reports**SOME PROBLEMS OF INTERCULTURAL EDUCATION**

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Different intercultural contacts are widely distributed in the modern world. That is why the faculties have to cultivate tolerance in their students. All students must have a good will for understanding persons of different confessions, races, nations, ages, sexuality and professions. How to do it? The most part of stresses and conflicts is created as a result of discrepancies in surrounding environment. There are two typical mistakes we meet at the discussion of intercultural problems. The first one is connected with assumption that it is possible to destroy all discrepancies in the world and to build non-conflict situation on this base. The second one is assumption it is necessary to study the leading conflicts only. The national and language contradictions are studied in the first order in this case. Yet the most part of other problems is usually not in the area of study. These problems can create serious stresses in real life. It is impossible to create full homogeneity in external environment. Continues struggle between tendency to homogeneity and opposite tendency to stratification takes place in the each part of our world. Have we produce homogeneity on the one level of the human society the new stratification with its own contradictions immediately is created in its other part. That means we are living in a highly diversity world. This situation is not accidental. So we have to study the life in a very complex and diverse environment.

We have to take in account that the edge of 21-th century is the time which is connected with global revolution in the social life. This revolution Alwin Toffler called "The third wave" [1]. Globalization, Information Processes and Intercultural communication are results of this revolution. Its content is connected with creating of new fields of human interests. We can see serious changes in politics as a result of this changes affecting on the social life. These changes are caused by destroying of old patterns of social life. New patterns are created in it. It is this, which explains why multicultural structure of the world became very unstable and complex last years. That is why we can say all surrounded environment is built from the patterns of some manifolds. There are many stresses and conflicts created between the new and old patterns of society. That explains why the study of different diversities must be the starting point in the field of producing educational strategies. There is impossible to eliminate conflict situations as in educational period so in the period of post educational life without the study of the origin of these conflicts creating.

It is evident that the main laws of manifolds theory [2] are correct in the education area too. There are some conclusions in this theory which are the base for the study of education processes in the multicultural world. The first one is that diversities are inalienable part of surrounded world. Have we observe uniformly part of Nature we can be sure that in a very short time the opposite process of stratification will begin and the new diversity will be created. There are different parts or subjects in each manifold. Some of them are highly developed, but at the same time the other part of subjects is only weak developed. All subjects of any manifold create different clusters and patterns. The most advanced clusters consist usually of few subjects only. Yet these subjects are frequently the leading ones. Interface between two clusters is the zone of maximal stress, which creates new subjects of manifold. The new manifolds are also born in the contact zone of different clusters. Yet at the same time the contact zone is the field of maximal exiting and stresses. The structure of each diversity has not only typical hierarchic structure consisted of some levels. There are some connections in the plane part of each level of manifold. So we can say the manifolds have so-called net structure. We can usually observe that there is the main level of net structure which produces any stress. If we suppress this stress the new stresses are created on the lower level. These stresses frequently may be stronger than the starting one. That is why the searching of the optimal level of stresses and conflicts is the serious part of each educational strategy.

We can make some conclusions from these enumerated properties of manifolds. The first and may be the most significant conclusion is that there is no sense to try to avoid different groups of individual interests in the process of education. Had we find any conditions for suppressing any dissimilarity in our environment so the new one will be origin. Had we suppress several sources of conflict soon the new sources would be produced. So all educated persons will live in multi properties structures. Multicultural situation can exist in each group of students and teachers staff too. So the main goal of education is not to make attempts to suppress manifolds. In opposite each teacher must understand it is necessary to tune his or her students to live, educate and work in the very diversity and complex environment. So we have to teach students adapt its conduct to multicultural world. That means each person after education must be enough tolerant to different properties of its contact persons, must understand the necessity of diversification of customs, confessions, knowledge level, educational background and possible different properties of other persons. The teachers must not only understand this situation. They must know how to slice possible contradictions to the optimal level. They also have to cre-

ate such individual student's skills which can permit to transform all frictions and stresses between different cultural classes of neighbors we meet in our life in the soft form. We mean the soft form of the stresses between the persons is connected with peaceful and benevolent competitions between the different individuals. In opposite of this the hard form of stresses is connected with quarrel, struggle and other properties of intolerance.

It is necessary to have some practical programs to develop these ideas. These programs, first of all, have to be connected with training of teachers. This training must be accomplished with social testing of students and appropriate checking procedures. We also are demanded to find some special forms of educational process. As we shall speak about students' education we must start from suggestion that it is not effective and non-realistic to give special lectures about tolerance, different habits of nations, races and so on. Such lectures are useful certainly. Yet they can not solve the main problem of tolerant education. The student's tolerance may be cultivated as a result of everyday hidden work of all teachers' staff only. There are some methods of such education of course. Let us discuss the simplest example. There are many foreign students, which are educated in the most part of European universities. There are some objective obstacles, which usually meet these students in its everyday life. These obstacles include language barriers, differences in previous school teaching and other evident factors. Foreign students are usually dissolved in the host ones stuff. Yet in some cases isolated groups of such students are created. Saint-Petersburg Universities have a big experience in creating isolated groups of Arabian students. We can also compare situation in these groups with situation in groups of other foreign students, which were dissolved in the host students groups. We shall not discuss pure teaching problems here. Nevertheless we can say the foreign students separated in their main part of the host students have some additional problems in understanding habits of host nation, have additional internal conflicts and some other problems. We can confirm this conclusion by discussing of results of Interviews given us by the students. The host students in this situation also have not enough information about-foreign ones. That is why it is necessary to find optimal strategy of dissolving foreign students in the host stuff. It is also necessary to find additional forms of contacts between host and foreign students in the period of their free time. Correct organization of such contacts is one of the effective ways of overcoming intercultural barriers and creating more tolerant line of students' conduct.

Russia is the State with different national and confessional groups of its inhabitants. So all problems which are known when we work with foreign students are also known from the problems existing in Russian internal life. It is possible to say the spending of free time and the difference in wealthy level of students

and their motivation to study is usually the base of some problems of intercultural students' contacts. These problems are not so simple detected as language barriers for instance. Yet the stresses caused by them are very serious indeed. So it is possible to say the knowledge of the host language is not enough for peaceful contacts between students of different cultural groups. The sources of observed discrepancies may be created by difference in motivation of interest to teaching process, difference in habits, cultural and literacy foundation between different students groups. If the teachers do not pay attention to these problems such discrepancies can provoke some undesirable conflicts.

One of additional organizing form of diminishing possible students' aggressive acts is connected with searching of different forms of peaceful competitions. Different mathematical, cultural, sporting competitions taken under inconspicuous observation of experienced teachers permit to diminish stresses and to direct new stresses on peaceable way. The main idea of such competitions is not to create elite from the top students. The goal of such competitions is not to find several winners. In opposite this goal is to engage in these competitions as many students as it is possible and to give many awards to the large part of participants. New contacts and peaceful situation give in such strategies positive results in the fields of new contacts between different students belonging to the different cultural groups. Compulsory part of such strategy is continuously observation of students' properties. There is dangerous that without teachers control such competitions can transform in aggressive form. Conflicts in the football fans society is an excellent example of similar situation. One of the ways of preventing of transforming peaceful competitions in aggressive form is periodical changing of competitions' content and proclaiming new form of competitions. It permits to prevent creating of stable aggressive students' teams by our opinion. The goal of educational strategy is not to make attempts to avoid difference of contradictions but to create normal spirit of them. The students have to be explained contradictions are constant part of our common life. They must understand that different human properties, confessional differences, race and national habits are the base of society wealthy. That is why the students have to check their strategy in everyday contacts as in the private, so in the communal life.

It is necessary to repeat all these education strategies have to realize in the hidden processes. Understanding the fact that hidden processes are cultivated many scientifically skills and abilities is the novelty of last years [3]. Yet the hidden processes are responsible for cultivation social properties of individual. That is why all hidden processes must be under teachers' control. There are some special receptions which permit the teachers to examine the hidden processes. These receptions are different for different

situations and different teaching subjects. It is possible for instance to invite students in their common Interviews to describe their impressions from contacts with the students of different countries, sexuality, age and confession [4]. It is also well known that educational process is depended from external information which came to the students from TV programs, books and personal contacts. So continues study of students' interests is important part of education strategies connecting with creating of students' tolerance. The study of students' library cards is one of the methods which give information about their interests. Different Interviews permits also the teachers to know which journals and TV broadcasts are in the field of students' interests [4]. Each teacher must have some new interesting examples for explaining the importance of understanding one another. For instance it is possible to use the story narrated by Russian champion Igor' Ter-Ovanesyan. He narrated how American champion Bob Bimon at the Olympic Games could not understand he have running jump with world record result. The source of this misunderstanding was caused by very simple reason. Bimon could not understand what did it mean meters and centimeters in his result. He could not imagine that the most part of world media and sportsmen do not use foots. Explanation of this simple example permits the teacher to pay student's attention on the validity of intercultural contacts in the neutral field of the world sport competitions.

There are some subjects in the universities which can help the students to understand situation in different countries and other parts of the society. Ecological training exercises involve description of the real situation in different countries in the teaching process. For example, if the students discuss with their teachers ecological situation in the Baltic Sea region they must understand that some countries: Russia, Finland, Sweden and some others are closely connected together. If the teachers appropriately include such examples they direct the students' attention to surrounded people and create some tolerant habits as a result. At the period of ecological studies the students have to understand the contributions and needs which have different human communities, countries and so on. Such studies are useful for cultivating students' understanding of intercultural interests.

There are some other subjects interesting in this field too. The teachers staff must be invited to search such subjects and to invite useful examples which can help the students better understand other countries. Many interesting moments may be used as starting point for discussion about differences in people habits. For instance: the decimal fractions in Russia are divided with the help of point and in UK and USA with the help of comma. This small difference permits the teacher to discuss some additional moments connected with habits of different nations. There are some other examples of such type. Discussions in this field at classes can help the students to

understand it is necessary to pay attention to national, race and historical special futures of different human communities.

All ideas mentioned above have to be under constant checking of special teacher's staff. This staff must have special training and special preliminary grounding certainly. Statistical studies, student's Interviews and other similar procedures have to accomplish teaching process all the educational period. Unfortunately this part of work is usually not in the best state indeed. Different countries have different problems and experience in this field. That is why comparative study of this work is the serious way for progress in the field of intercultural contacts. The teachers have to study different tools and other materials like PC training programs too. It is simple to detect that these tools may be "nonsymmetrical". So in Russia you can find a lot of training literature, special textbooks and special exercises which help the student to study translation from English into Russian. But the text-books of opposite direction: i.e. books which can help the students translate the texts from Russian into English are rare and it is hardly possible to find such materials in Russian universities. In other countries there are other problems of similar nature. Yet there is no doubt all these 'nonsymmetrical facts' have to be enumerated, studied and than all the gaps have to be filled.

Educational strategies of present time are more flexible than in former one. This flexibility must be connected with sensitivity of these strategies which permits to take in account individual properties of each student. PC-programs with different levels of difficulty described earlier permit to realize this idea [5]. So the flexibility of computer training programs permits the teacher to tune educational strategy to the situation of rapidly changing environment.

References

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