

## Studying the Role of the Degree of Acceptance of Other Cultures in a Multicultural Educational Environment

Endzhe Latypova<sup>a\*</sup>

\* Corresponding author: Endzhe Latypova, ahm2003@mail.ru

<sup>a</sup> Kazan (Volga region) Federal University, Kremlyevskaya, 18, Kazan, Russia, ahm2003@mail.ru, +7-917-932-80-08

<http://dx.doi.org/10.15405/epsbs.2016.07.17>

### Abstract

The number of people in the world trying to get education abroad reaches 5 million. The formation of psychological security of environment in educational process is a necessary condition of getting quality education and personal development of a student. The degree of reception of another culture in intercultural education is a bases for secure and effective communication for all students.

The present article deals with the problem of adaptation of foreign students and their integration into multicultural educational environment through acceptance of another culture. The role of local international university students is considered and their attitude and role in the process of adaptation. The results of research on the basis of author's questionnaire "Acceptance of another Culture" are presented. The major factors of "Acceptance of another Culture" were studied. The comparative analysis has been done which include the factors of constructive adaptation processes among Russian students and those who immigrated to England.

© 2016 Published by Future Academy [www.FutureAcademy.org.uk](http://www.FutureAcademy.org.uk)

**Keywords:** Multicultural educational; socio-cultural adaptation of foreign students; strategies of adaptation; factors of successful adaptation; maladaptive factors of educational process; psycho-correctional adaptation methods in education.

### 1. Introduction

The UNESCO Institute for Statistics (UIS) is the statistical branch of the United Nations Educational, Scientific and Cultural Organization. The number of students going abroad in order to get education reaches the figure of 5 million and has the tendency for stable growth. The formation of psychologically safe supporting environment in educational process is topical and necessary condition for receiving quality education and personal development of students. The study of peculiarities of socio-psychological adaptation of international students with consideration of ethnic mentality and selection of methods of research are of great current importance now (Drozhzhina D.S., 2013 & Kakimzhanov M.K., 2015). Psychological safety is an important state of educational environment,



This is an Open Access article distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 Unported License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

being free from manifestations of psychological violence in interrelations, provides satisfaction of needs of personal and confidential communication, creates reference significance of environment and provides psychological health needed for participants (Amirova O.K. & Lebedeva N.V., 2015). The integration of foreign students and their dialogue in multicultural educational environment is considerably defined by the readiness of “local students” to accept them into their environment. In order to study this matter we elaborated our own questionnaire “Acceptance of Another Culture”. Of great importance, in our view, is to study intercultural communication processes in multicultural education (Bagramova N.V., 2008, 2009,2012). Some scholars, e.g. I.A. Baeva, believe that communication of participants of training and educational process present educational environment, socially organized favorable psychological and pedagogical conditions for its realization, “give birth” to psychological safety of educational environment (Baeva I.A., 2002). The category of psychological safety is defined by the authors in three aspects: communicative, interactive and perceptive competence.

The situation of migration is transformational for every individual. Several authors have noted increasing levels of creativity while been in multicultural environment (Maddux, WW, 2010). External cultural pressure from environment leads to the need for restructuring and development of dynamic components of personality. In order for students to be able to fully express themselves, it is necessary to provide them with the appropriate climate and facilitate the process of integration into the society. The emotional involvement of students in the learning process plays a major role in this (Ming Ming Chiu, 2011), as well as the attitude of foreign students to fellow students (Junious, DL, 2010). The difference between the cultures forms "necessary zones for development". In a stable situation, with absence of significant cultural differences, the selection is carried out in preference to the side of recognizable factors that may inhibit personal development and inter-group interaction, creating a comfort zone.

### *1.1 The set of task*

The task of research is the role of the degree of acceptance of other cultures in a multicultural educational environment.

### *1.2 Questions of research*

Hypotheses: We may guess the influence of a degree of acceptance of another culture on the constructive and destructive character or processes of flow of sociocultural adaptation of students; the effectiveness of adaptation is greatly defined by readiness of “local students” to accept them to their environment.

### *1.3 The goal of research*

The goal of the given work is research of degree of acceptance in the intercultural communication with the local students and foreign students, and building up of an effective dialogue in multicultural educational environment.

## 2. Method of research

We have studied the degree of acceptance by students of another culture in multicultural environment. In the communicative, interactive and perceptive competence of students, we evaluate our work through study of the degree of acceptance of another culture. The technique of acceptance of another culture is elaborated. Technique of research: author's questionnaire «Acceptance of Another Culture»; composed of 30 questions. Questions are connected with the choice of preferences in artistic activities of writers, artists, composers, actors, cuisine, radio shows. Selection was done among Russian, English figures, and also it was proposed to give personal option of an answer. The choice of place, culture, environment of education of children, knowledge of languages, attitude to mixed marriage is a defining and international factor in degree of another culture. Questions connected with other identity characterize the degree of psychological maturity, stability, consciousness of degree of acceptance of own culture.

Respondents: Russian students of KFU and students-temporary migrants who study in

London. Age -20. Political and cultural environment of KFU is great interest because students from 81 countries study in the university. Their number is 3200. Experimental part of the study was done on the bases of Kazan Federal University and on the bases of «Russian - London » society (London, GB).

## 3. Results of research.

The questionnaire was tested. Studies are done on the components «comprising acceptance of another culture» which influence formation of constructive accepted line of conduct which contribute to integration of foreign students into multicultural education and constructive interaction, and also the factors of destructive character. Exponential results during interaction with another culture are: language knowledge (12), its application (13, 14, 16); interaction with representatives of other nation (22, 24,30); plans for future (17, 18); processes of adaptation (19, 20, 21); interfluence (22); motivation (25); financial situation. See the tab. 1.

**Table 1.** Differences in the degree of acceptance among Russian remaining students and migrant students to England.

Questions	Departed migrants	Russian Students
Attitude to education of children. See the pic.1	86% of migrants prefer their children to be educated in mixed culture	Such Russians are only 30 %
Attitude to mixed marriage. See the pic.2	88% of migrants note that nationality in marriage does not matter	Only 40 % of Russian answered the same
Preference of artists, writers, composers. See the pic.3	62 % of migrants prefer Russians, but with smaller percent in relation with the first year of living	86 % of Russians
Influence of English ways of life on Russians. See the pic.4	48 % of migrants indicate on influence of living in neighborhood with the English in pragmatism	82% of Russians indicate on possibility of strong influence of English language culture on revision of life positions
Cause of migration	On the first place -new experience, new possibilities On the second place high living standard On the third – education of children	Cause of not planning to migrants are: First - unwillingness to disrupt relations with close ones, second – decrease of social status Third – decrease of possibilities for professional grows

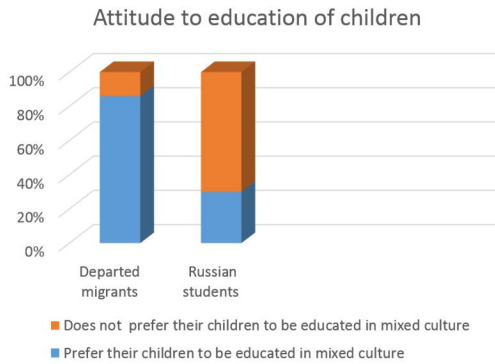


Fig.1. Attitude to education of children

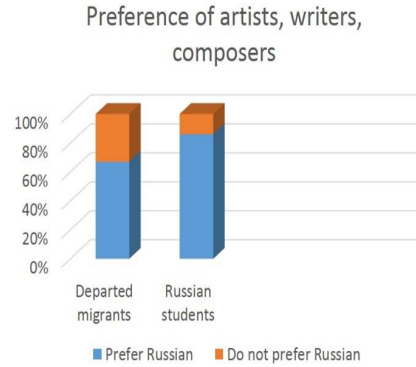


Fig. 3. Preference of artists, writers, composers

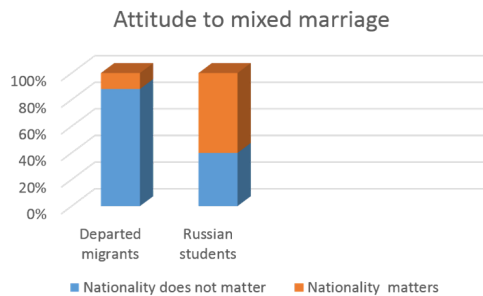


Fig.2. Attitude to mixed marriage

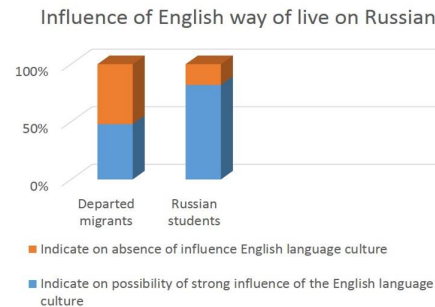


Fig. 4. Influence of English way of live on Russians

Table 2. Strategy of acculturation.

Strategy of acculturation		Is it important to support self cultural identity?	Is it important for you to support relationship with another culture?	After 3 years
immigrants	M	Yes	No	assimilation (60%) and separation (40%)
	W	No	Yes	integration (40%) and assimilation (60%)
Russian	M	Yes	No	separation 100%
	W	Yes	No	separation 100%

Analysis of paragraphs 29 and 30 of the questionnaire allows you to assess the nature of the acculturation strategies chosen by migrants (Tab.2). Qualitative analysis of paragraphs of the author's questionnaire "AAC" showed that students, immigrants prefer Russian artists, writers, composers, but in a smaller percentage compared to the first year of residence (67 % of immigrants to 86% of Russians). Sociocultural adaptation of immigrants is realized by the choice of acculturation strategies according to the type of integration (40%) and assimilation (60%) – of immigrant women, and the assimilation (60%) and separation (40%) – of immigrant men (pic.5).

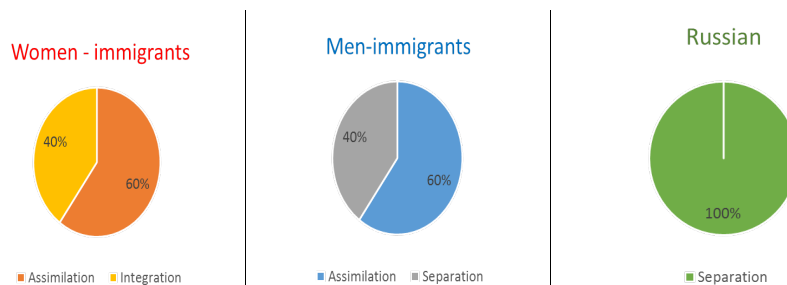


Fig. 5. Socio-cultural adaptation

Despite the fact that, as shown by the conversation with student immigrants the decision to emigrate was taken by them not spontaneously, the way for immigrants were long enough (according to the survey on average from 2 to 5 years) and they had sufficient time to familiarize themselves with the culture of the country of entry and even agree with some of its requirements, but cultural distance, however, was preserved. Russian students are at a stable situation in homeland while safeguarding the native comfort zone (separation 100%) and that may complicate communication with other visitors and hinder acceptance of foreigners.

#### **4. Conclusions**

Sociocultural adaptation of immigrants is realized by the choice of acculturation strategies according to the type of integration and assimilation - of emigrant women, and the assimilation and separation - of emigrant men. The situation of migration is transformational for the individual. External cultural pressure of environment leads to the necessity of reformation and formation of dynamic components of the personality.

Migrant women easily reach the degree of acceptance of another culture and 40% are integrated. In case of Russian students, during stable situation at home, the choice in preferences is carried out in direction of the recognizable, keeping the comfort zone that perhaps complicates communication with newcomers, and hinders the acceptance of foreigners. Russian students, regardless of gender, built intergroup interactions on separation type, saving separate groups of their ethnicity.

The multicultural environment is a developing and transforming factor for the personality of students. Educational activities of group and individual type with the students by tutors with teachers, aimed at increasing the adoption of a different cultural environment are necessary. Psychological help to students in a multicultural environment should be provided in the development of the degree of acceptance of the other in the educational cooperation, mutual development, readiness to help international students integrate into a different environment, thereby greatly enhancing the efficiency of the educational process. Integration processes increase psychological security and contributes to the formation of a constructive course of action in a multicultural education. Strategy of separation of Russian students indicates that there are unresolved conflicts, confusion of understanding, which requires solution. The important point is the lack of marginal trends in collaboration, both among migrants and Russians.

The arrangement of group and individual kind of educational activities are required with students, tutors, teachers in order to increase the degree of acceptance of another culture. Integration processes promote psychological safety and contribute to the formation of constructive behavior in a multicultural learning process.

Psychological assistance to students in a multicultural environment should be provided in the development of the degree of acceptance of another in educational interaction, development of mutual support, readiness to help foreign students to integrate themselves into different environment that will greatly enhance the effectiveness of the educational process. Competencies of a teacher in a

multicultural educational environment should include knowledge of cultural and psychological characteristics of ethnic groups and ability to establish contact during communication.

### Acknowledgements

I thank the participants of the project: "Londoners", Russian students and all those who helped in the collection of empirical material, organizers of «Russian London» and KFU coordinators for work with foreign students.

### References

- Amirov, O. K., Lebedeva, N. (2015). In. Features of social psychological adaptation of foreign students in the Pskov state university. Modern problems of education in the multicultural environment. On reports of international scientific conf., 23-24 April 2015. Vol. 2. Pskov. <http://izd.pskgu.ru/projects/pgu/storage/conferences/2015-03.html> (accessed 30.04.2016)
- Bagramova, N. V. (2008) Communicative-interactive approach as a way to improve foreign language acquisition// proceedings of the XXXI all-Russian scientific-methodical conference of teachers and graduate students. Vol. 18, 3-6.
- Bagramova, N.V. and others (2009). Problems of modern philology and linguistics: Collection of scientific works. SPb: Publishing house A. A. Herzen RGPU .
- Bagramova, N. V. (2012) Linguistic personality from the standpoint of the theory of bilingualism.// The formation of bilingual identity on the basis of competence approach./Ed. by G. A. Baeva.- SPb.: St. Petersburg University Press, 2012, pp. 5-20./Ed. by G. A. Baeva.-St. Petersburg University Press, 2012, 5-20.
- Baeva, I. A. (2002). Psychological security in education: Monograph. SPb.: Publishing house "SOYUZ",271.
- Drozhina D. S. (2013) Study of adaptation of foreign students: a discussion of methodology // Universitas. Magazine about the life of universities. Volume 1. 3 N/ C 33-47 [Electronic resource] – access Mode. URL: <https://universitas.hse.ru/>
- Junious, D.L. (2010). Stress and perceived faculty support among foreign-born baccalaureate nursing students. Journal of Nursing Education Volume 49, Issue 5, pp. 261-270.
- Kakimzhanova, M. K. (2015). About some of the issues and methods of research of social adaptation of foreign students at the higher school of Kazakhstan//Materials of Republican scientific-theoretical conference "Seyfullin reading - 11: Youth and science", Vol. 1, part 3, 15-18.
- The UNESCO Institute for Statistics (UIS) is the statistical branch of the United Nations Educational, Scientific and Cultural Organization <http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx> (accessed 10.05.2016)
- Maddux, W. W. (2010). When in rome . . . learn why the romans do what they do: How multicultural learning experiences facilitate creativity. *Personality and Social Psychology Bulletin* Volume 36, Issue 6, June, 731-741.
- Ming, Ming Chiu (2012). Immigrant Students' Emotional and Cognitive Engagement at School: A Multilevel Analysis of Students in 41 countries. *J Youth Adolescence* DOI 10.1007/s10964-012-9763-x EMPIRICAL RESEARCH